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ABSTRACT

This guidebook is intended to provide resource information needed to develop comprehensive vocational education for handicapped students in rural areas as well as to synthesize suggestions from successful experiences in special vocational education programs currently in existence. The guidebook provides information on the following laws and regulations: Public Law 93-112, Rehabilitation Act of 1973 (Section 504): Public Law 94-482, Vocational Education Act of 1976; Office of Civil Rights Vocational Education Program Guidelines; Public Law 94-142, Education for All Handicapped Children Act; and New York State handicapped information: and a summary of laws about vocational education of handicapped children. The guide also includes information on referral and identification of the handicapped, assessment/evaluation, and special vocational education programming information. (KC)

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GUIDEBOOK FOR VOCATIONAL EDUCATION FOR THE HANDICAPPED

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I. INTRODUCTION

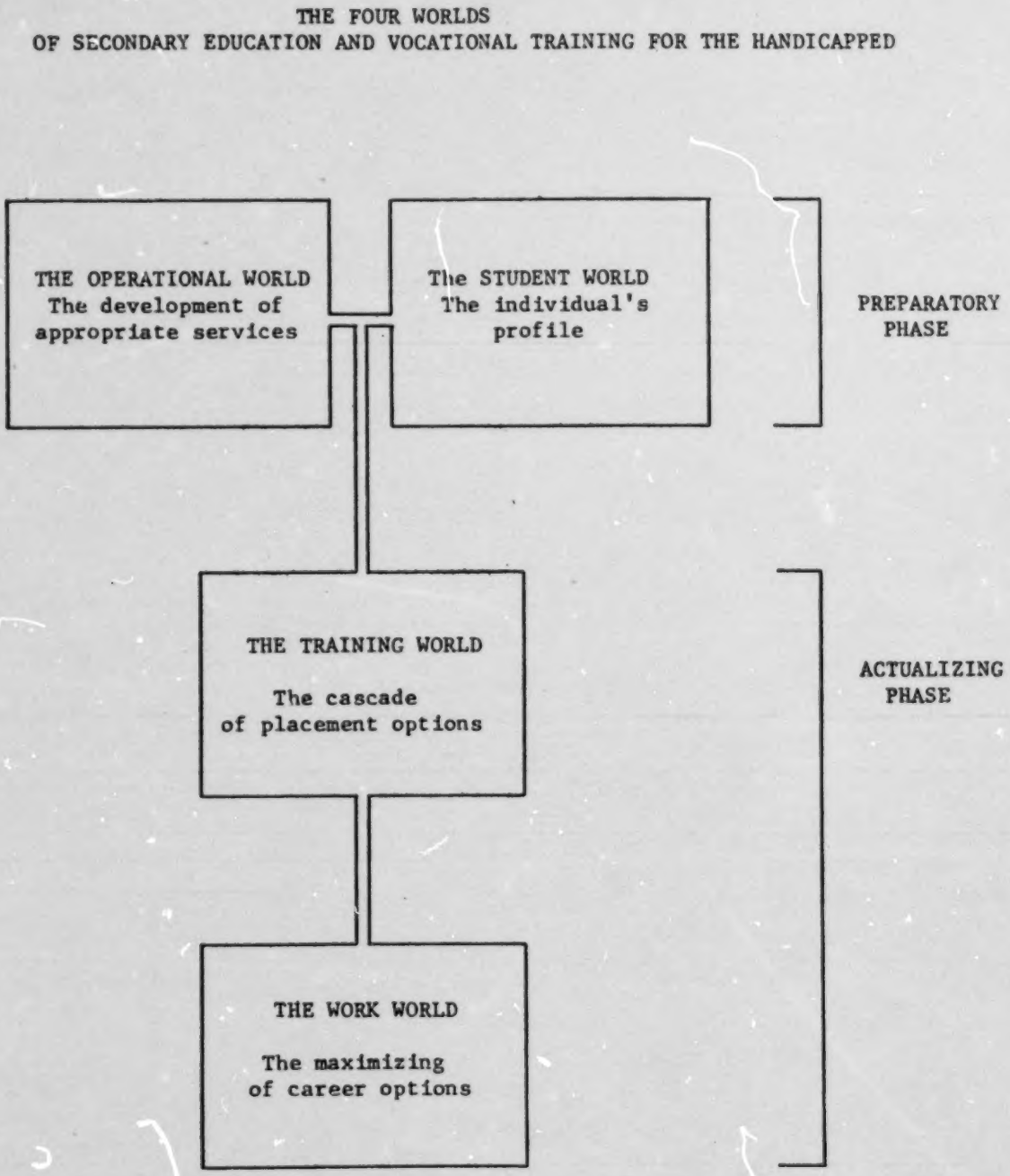
Planning for vocational education for the handicapped requires the utilization of information and experience from many areas; legislation at state and federal levels concerning the handicapped and vocational education, behavior and learning characteristics of handicapped students, evaluation/assessment, vocational programming, placement, and the job market.

At a conference in the Western United States devoted to special vocational education, a deceptively simple schema was designed to spatially represent the components of a comprehensive special vocational education program, (See Figure 1, p. 2). However, when one analyzes each of the components of the model, the intricacy of such a program becomes apparent. The development of appropriate services requires the incorporation of P.L. 94.142, Section 504 of the Rehabilitation Act, P.L. 94.482, as well as specific state education laws which relate to special and vocational education. The student world requires obtaining information on the students' psychoeducational abilities, vocational interest and vocational abilities. Appropriate and necessary specialized equipment and personnel must be built into the Training World which is also molded by actual career options existing in the Work World.

In rural areas the provision of a comprehensive vocational education program for the handicapped may be complicated by factors unique to rural regions. Sparsity of population, lack of qualified personnel and service resources and transportation all pose problems to the administrator planning an educational program in a rural area and must be considered along with the components of a special vocational education program.

The purposes of this guidebook are to provide resource information needed to develop comprehensive vocational education for handicapped students in rural areas as well as to synthesize suggestions from successful experiences in special vocational education programs currently in existence. Consequently, the guidebook includes information on pertinent laws, referral and identification of the handicapped, assessment/evaluation, and finally special vocational education programming information.

Figure 1. The four worlds of secondary education and vocational training for the handicapped (Moore and Englemen, 1977).



II. LAWS AND REGULATIONS

Provision of educational services to the handicapped has required of educational administrators an increasing knowledge of federal and state laws and regulations in recent years. When P.L. 94.142, the Education of All Handicapped Children Act, was signed by President Ford in November, 1976, the most significant legislation affecting special education became law. Major provisions of the law including free, appropriate public education for all handicapped children in the United States, individualized education plans, education in the least restrictive environment, due process and non-discriminatory testing procedures required major revamping of state special education programs in the public schools of many states.

Since the enactment of P.L. 94.142, three other pieces of federal legislation also affecting educational programs for the handicapped have been revised or passed at the federal level: P.L. 94.482, Section 504 of the Rehabilitation Act of 1973, and the Office of Civil Rights Guidelines relating to non-discrimination in vocational education programs for the handicapped. Additionally, each state legislature has faced the task of modifying its educational laws, regulations and programs in order to come into compliance with the provisions of the federal statutes. Consequently, educational administrators must also have knowledge of specific state procedures for implementing the provisions of all the federal laws and regulations, since information procedures may vary from state to state.

The purpose of this chapter is to summarize for vocational educators and administrators the provisions of federal and New York State laws and regulations which impinge on vocational education programs for the handicapped. Similarities and differences among the statutes are also compared.

THE REHABILITATION ACT OF 1973
P. L. 93.112 (Section 504)

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (Fed. Reg., Section 504, 84.4a). Deadlines for compliance with all provisions must currently be implemented by educational agencies.

1. Program Accessibility Requirements

a. Any new construction of facilities or alterations of existing facilities must be in compliance with the American National Standard Institute (ANSI) specifications for making buildings accessible to handicapped individuals.

b. All programs and services must be accessible and usable by handicapped persons. (Not every facility must be accessible, just every program). (Section 84.23 (a) (b)).

An institution may comply through:

1) Modification of existing facilities
2) Special equipment or furniture
3) Reassigning classes or services to accessible facilities
4) Providing aides, home visits

(The Office of Civil Rights has ruled that carrying a physically handicapped person is not an acceptable means of compliance with program accessibility).

In completing an analysis of an institution's program accessibility two areas of information are helpful. The first is the concept of the "access path." "This path must be provided from the street, on the grounds and parking areas and within the buildings and be adequate to allow the handicapped self-mobility for whatever purposes the grounds or buildings provide. The path should be properly marked by appropriate signs and symbols. (Usually, International Wheelchair Symbol) (R. E. Woodward, ASU, September, 1978, 35-40.)

Secondly, the ANSI manual specifies seven areas to check for accessibility:

. Parking lots, walks and curbs, ramps, stairs and rails, entrances and doors, elevators, corridors and floors
. Classroom facilities
. Play areas
. Sanitary facilities
. Auditoriums, dining halls, laboratories, libraries and water fountains
. Controls and warning signals
. Telephones

c. Schools must have a public Transition Plan for structural changes developed with the assistance of handicapped persons or agencies representing handicapped persons, which must include: (Section 84.22 b)

1) The physical obstacles that limit the accessibility of programs or activities
2) The methods to be used to make the programs accessible
3) The schedule to achieve full program accessibility
4) Person responsible for implementing the plan

Because an educational institution does not serve any handicapped child or employ a handicapped person, the institution is not exempt from accessibility compliance requirements. The educational facilities of any school or university must be readily and immediately accessible to a handicapped child entering the district at any time. A thoroughly completed Transition Plan can be used by a district as a reference tool should a handicapped student enter the district. The Plan would indicate necessary, immediate steps to be taken to provide program accessibility, such as moving an inaccessible 4th grade class on the 2nd floor of a school building to an accessible 1st floor location.

The transition plan should also include an analysis of transportation facilities available for the handicapped at the school.

d. Where structural changes are necessary to meet program accessibility requirements, such changes must be completed within three years of the effective date of Section 504.

Structural changes should be undertaken only when other methods of achieving program accessibility as outlined in b. above are impossible. For most schools, the greatest accessibility problem is the two or three story structure of the school building. When science laboratories, home economics classrooms, or auditorium are located on the second or third floor of a school building, accessibility to a wheelchair-bound student is usually a problem. Some schools are discovering that the installation of an elevator is necessary to allow for program accessibility.

Agencies must implement procedures to insure that the handicapped are aware of the availability and accessibility of its programs and services. (84.22 f)

Notices of available and accessible programs and services are to be included in any publicity for employment, recruitment and admissions by schools and colleges.

2. Summary of Educational Services Requirements

The educational provisions of Section 504, Subpart D closely match the provisions of P.L. 94.142, the Education of All Handicapped Children Act. In summary, the critical provisions which relate to public education programs are:

a. Special education and necessary related services shall be at public expense.

b. Due process safeguards shall be provided for children and parents in evaluation and classification as handicapped and placement in a program or school for the handicapped.

c. Least restrictive environment clause: To the extent possible, a handicapped child shall be educated with non-handicapped children.

d. Tests and evaluation devices used for classification and placement must be non-discriminatory and more than one evaluation device must be used in classification and placement.

e. Parents must be assured of confidentiality of classification and placement information as well as being provided with access to complete files on child.

f. States must locate, identify and serve all unserved handicapped children.

All educational programs and services available to non-handicapped students must be made available to the "qualified" handicapped student. For purposes of post secondary education, discrimination is prohibited against a "qualified handicapped person" which is defined as a "handicapped person who meets the academic and technical standards requisite to admission or participation in the institution's programs or activities (Subparagraph 84.3 (k) (3)). Obviously, a college is not expected to accept an unqualified student for admission, although the institution must be sure that none of its admission policies are inherently discriminatory.

Areas which should be evaluated by vocational and post-secondary institutions are Admissions and Recruitment, Academic Programs & Adjustments, Counseling and Treatment of Students, Transportation, Health & Insurance, Housing, Financial & Employment Assistance, and Non-academic Services such as recreation, sports, social clubs and organizations. (See Biehl, 1978, for an exhaustive self-evaluation program for each of these areas).

The educational institution should determine answers to two questions concerning the areas of service listed above: (1) Are the facilities housing the services accessible to handicapped students? and (2) Can a handicapped student use and participate in the services to the same extent as a non-handicapped student? Asking handicapped students to participate in this self-evaluation would be extremely helpful.

Specific academic adjustments which may be needed for compliance mentioned in the law (84.44 (a)-(d)) are:

Academic requirements: Any such requirement which discriminates must be modified except where the institution can show that the requirement is "essential" to the completion of the program of instruction or to licensing.

Modifications may mean:

1) Length of time for course completion
2) Substitution of requirements
3) Adaptation of manner in which course is offered.

Other Rules: Tape recorders, guide dogs, etc., may not be prohibited if such probibitions limit the participation of the handicapped student.

Course Exams: Any exam must be modified so as not to artificially suppress the scores of sight, motor or hearing impaired students.

Auxiliary Aids: An institution must provide any aids needed for a handicapped student to benefit from the educational program (including taped texts, interpreters, readers in libraries, adapted classroom equipment).

The final guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap for vocational education programs (Federal Register, Vol. 44, #56. March 21, 1979, B1 17164-17173) require all vocational education programs (secondary and post-secondary) to comply with all provisions mentioned.

3. Admission and Recruitment Policies Requirements (Post-Secondary and Vocational Education Programs)

   a. Pre-admission Questions Re: Handicaps (84.42b)

      1) Colleges may ask questions regarding a student's handicaps only if such questions are part of an affirmative action plan (voluntary or remedial).

2) The college must state that responses to questions asking about a student's handicap are totally voluntary and will be kept confidential.

3) Colleges may ask questions after granting admission to the college concerning a student's handicap. However, student's answers must be voluntary and kept confidential.

There is an element of "Catch 22" in Section 504 where admission policies to programs are regulated. Colleges may not determine through pre-admission questions whether or not the prospective student is handicapped, yet must assure that all admission tests and procedures are non-discriminatory. For a blind student, a reader for an admission test may be necessary to assure non-discrimination, yet the college is not allowed to ask in advance of the test if such arrangements must be made. Ultimately, identification of handicapped students at the post-secondary level can be accomplished only where the student wishes to be identified.

In determining admission of students into post-secondary programs, the recent Supreme Court decision on admission of a severely hearing impaired student into a nursing program must be considered. The prospective student could understand speech only by lipreading (even with a hearing aid) and was rejected for admission because of potential safety problems of such a severely hearing handicapped person working as a nurse. The Supreme Court upheld the rejection of the student for admission, agreeing with the community college that the student was not an "otherwise qualified handicapped individual." An educational institution may require physical qualifications for admission to a clinical training program." This decision did not negate the provisions of Section 504; it simply declared "unreasonable" the modifications of the nursing program which would have been necessary in order to include the hearing handicapped student.

b. Recruitment Procedures

1) No limit on number of handicapped students for admission may be made.

2) The college's commitment to non-discrimination of handicapped students must be stated in recruitment or admission materials.

3) Information on adjustments in accommodations to handicapped students should be publisned in visible and circulated information.

4) Recruitment activities must be accessible to handicapped.

Many colleges handle the requirements on recruitment procedures by rewriting the college's admission manual or handbook to incorporate the necessary information for prospective handicapped students. Modifications in procedures and services available to handicapped students are specified as well as explanation of extra services to the handicapped such as a special counselor, tutoring help, etc.

In a survey conducted by the author, identification of handicapped students in order to provide support services was most often mentioned by colleges as the greatest problem in responding to the needs of the handicapped. One respondent stated that all too frequently handicapped students were not identified for help until they had experienced failure in their course work. The most commonly used means of reaching handicapped students with information about available special services is through the use of a card or flier.

c. Admission Tests

1) Admission tests must be non-discriminatory for sight, hearing and physically handicapped students.

2) Alternative tests must be given as frequently as tests for non-handicapped students.

3) All tests must be given in accessible facilities.

If national standardized tests are used for admission purposes, determining the non-discriminatory nature of the test rests with the colleges, not the publisher or author of the test. If alternative non-discriminatory forms of admission tests are not available, alternate admission criteria must be developed for specifically handicapped students (lack of standardized tests scores may not be used to exclude a handicapped student). National testing services or test publishers may be an excellent source of information concerning alternate forms of admission tests.

d. Financial Aid

1) All qualified handicapped shall have same opportunities as non-handicapped students to learn about, receive financial assistance.

2) All financial aid bulletins must contain 504 compliance statement.

3) The financial aid office and services must be accessible to handicapped students.

4. Summary of Employment Provisions

a. General Provisions

1) No qualified handicapped person shall, on the basis of handicap be subjected to discrimination in employment under any program or activity that receives or benefits from federal financial assistance. (84.11a1)

2) Agencies must take positive action to "employ and advance" qualified handicapped persons in employment. (84.11b2)

The above provisions apply to all employment activities, including: recruitment, hiring, promoting, transfer, layoff, rate of pay, job assignments and seniority lists, leave, fringe benefits, training programs, conferences, and employer sponsored social activities. Section 504 is not an affirmative action law. There are no timetables or increased quota for hiring the handicapped. There simply must be equal opportunity for employment.

3) One person employed by the agency must be designated to coordinate the agency's compliance efforts. A grievance procedure incorporating due process standards for employment practices must be adopted (S84.7 (a), (b)).

4) Agencies must initiate and continue efforts to notify applicants, employees, unions and/or professional organizations that it does not discriminate on the basis of handicaps. Notices to this effect must include the name of the agency's designated compliance coordinator. (Notice by September 3, 1977) (S 84.8 (a), (b)).

5) A self-evaluation of compliance of all current policies; practices affecting employment and program service or admission which may discriminate against the handicapped must be performed with the assistance of handicapped persons or organizations representing the handicapped (must have names of those individuals on file). Modifications of deficient policies must be taken. This evaluation must be available to the public and maintained for three years. (S 84.6 (c)).

b. Reasonable Accommodation (84.12)

1) "A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program." (a)

Reasonable accommodation includes making facilities accessible and job restructuring by time, equipment, readers and interpreters. Other examples of accommodations to specific handicaps are listed in the Handicapped Requirements Handbook, page 620. Also suggested in the Handbook, in order to define reasonable accommodation for employment positions within an agency, is to analyze jobs into essential and non-essential functions. Reasonable accommodation would involve making adjustment for non-essential job functions. For example, the position of receptionist may require answering the telephone as an essential job function. A totally deaf person may not be able to perform this essential duty and, consequently be considered "unqualified" for the position. A secretarial position in the same firm may require only minimal phone answering which could be delegated to another secretary (reasonable

accommodation) resulting in the deaf person being "qualified" for the secretarial job. Such analysis for reasonable accommodation would be a lengthy but necessary process for a large agency, for most jobs would need to be analyzed by classes of handicaps.

Undue hardship is determined by size of recipient's program (employees, budget), type of program, nature and cost of accommodation. There are no detailed guidelines specified to determine if an undue hardship is applicable, and amount of federal assistance received by the agency is unrelated to the issue of undue hardship.

c. Employment Criteria (84.13)

1) Employment tests discriminatory against the handicapped may not be used unless such tests are job-related and alternative non-discriminatory tests do not exist.

2) Employment tests must be selected and administered so that a handicapped person's actual job skills are measured and not suppressed by the applicant's sensory, manual or speaking skills.

The key term to consider during analysis of employment tests for possible discrimination is "job related." General paper and pencil aptitude or interest tests are most likely to be discriminatory and difficult to support in terms of relevance to the actual skills necessary for success at the job. "Hands on" and "work sample" testing are usually more easily justifiable as job-related employment tests than the paper and pencil tests.

d. Preemployment Criteria (84.14)

1) Pre-employment medical examinations or other inquiries to determine a person's handicap are prohibited except:

a- When all entering employees are required to undergo the exam.
b- When inquiries are related to job related functions.
c- When inquiries are part of an agency's remedial action to correct discrimination (must state this as well as the voluntary and confidential status of applicant's responses).

2) Any information obtained in preemployment application related to a person's handicap must be kept as part of that person's confidential medical records except that supervisors and first aide persons may be notified for necessary accommodations. Even when all employees are required to undergo physical exams, the results of such exams may <u>not</u> be used to discriminate against employment of a handicapped person. Only where the results of a medical exam would indicate that the individual

may not be able to perform an essential job function safely, may this information be used to discriminate in the employment of a handicapped person.

P.L. 94.482. THE VOCATIONAL EDUCATION ACT OF 1976
MAJOR PROVISIONS RELATED TO VOCATIONAL EDUCATION OF THE HANDICAPPED

1. Advisory Council Membership (Section 105)

   One of the mandated members of the state and local vocation advisory councils which must be established in order to participate in Vocational Education Act funding must "have special knowledge, experience, or qualifications with respect to the special educational needs of physically or mentally handicapped persons."

2. Allocation of Funds

   a. P.L. 94-482 provides that each state receiving funds under this act shall distribute these monies based on "economic, social and demographic factors relating to the need for vocational education among the various areas of the state." However, the two major factors to be used in the determination of allocations include number of low-income families and the number of students whose vocational education costs more than the average student, "such as handicapped students, students from low-income families, and students from families in which English is not the dominant language."

   b. "For each fiscal year, at least 10 per centum of each state's allotment under Section 103 shall be used to pay 50 per centum of the cost of vocational education for handicapped persons."

   c. Exemplary and Innovative Programs -- Funds are set aside as part of Section 130 (a) for the support of exemplary and innovative programs including "programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic socio-economic or other handicaps." Section 132 (a) (5).

      Suggested projects include:

      1) Programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required, and the requisites for careers in such occupations; and,

      2) Programs and projects to facilitate the participation of employers and labor organizations in post secondary vocational education."

d. Curriculum Development -- Funds may also be used for "the development and dissemination of vocational education curriculum materials for new and changing occupational fields and for individuals with special needs."

e. Vocational Guidance and Counseling -- At least 20% of the State VEA allocation is set aside to support programs for vocational development, guidance and counseling programs to include:

"the establishment of vocational resource centers to meet the special needs of out-of-school individuals, including individuals seeking second careers, individuals entering the job market late in life, handicapped individuals . . . "

3. National Advisory Council

P.L. 94.482 mandates the continuation of the National Advisory Council on Vocational Education established by the VEA of 1963 to include individuals "experienced in the education and training of handicapped persons . . ."

4. Assistance for Remodeling and Renovation of Vocational Education Facilities. Monies are appropriated for local educational agencies to modernize and convert facilities and equipment to improve vocational education programs and to come into compliance with the Architectural Barriers Act.

5. Definition of "Handicapped"

The term handicapped is defined as "persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who, by reason thereof, require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program."

OFFICE OF CIVIL RIGHTS VOCATIONAL EDUCATION PROGRAM GUIDELINES (MARCH 21, 1979.)

In compliance visits to specific vocational programs between 1973 and 1978, the Office of Civil Rights staff found civil rights violations in the following areas:

1. Discrimination on the basis of race, color, national origin and handicap by existing eligibility requirements (such as residency).

2. Inaccessible or separate facilities for handicapped students.

3. Facilities segregated by race, sex or national origin.

4. Denial of equal vocational education opportunity to students with limited English speaking ability.

5. Assignment of faculty and staff on basis of race, sex, national origin and handicap.

6. No protection for students from placement discrimination.

These Office of Civil Rights Guidelines were written specifically to eliminate these and other discrimination problems and to place the responsibility for compliance on the states. Specifically:

1. Distribution of Federal Financial Assistance and Other Funds for Vocational Education -- These regulations prohibit distributing funds by a formula which discriminates by race, color, national origin, sex or handicap. Any competitive or discretionary grant application procedures must be non-discriminatory.

2. Access and Admissions of Students to Vocational Education Programs

   a. Criteria for student eligibility to vocational education schools must be non-discriminatory.

   b. Vocational education facilities must be located so that they do not segregate, exclude or prove inaccessible to non-minority and minority populations.

   c. "Service areas" or geographic boundaries which are used for eligibility to vocational education programs may not be discriminatory.

   d. Additions and renovations to existing vocational education facilities must be non-discriminatory.

   e. An admission system that limits admission to a vocational education program by numbers or percents that has the effect of discriminating on the basis of race, sex, national origin or handicap is illegal.

   f. Evaluation procedures used for establishing eligibility to vocational education programs may not be used if they discriminate against persons of a particular race, color, national origin, sex, or handicap. Criteria which must pass this test are past academic performance, record of disciplinary infractions, counselors' approval, teachers' recommendations, interest inventories, high school diploma and standardized tests.

g. "Recipients may not deny handicapped students access to vocational education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids. If necessary, recipients must:

1) Modify instructional equipment;

2) Modify or adapt the manner in which the courses are offered;

3) House the program in facilities that are readily accessible to mobility impaired students or alter facilities to make them readily accessible to mobility impaired students; and

4) Provide auxiliary aids that effectively make lectures and necessary materials available to postsecondary handicapped students;

5) Provide related aids or services that assure secondary students an appropriate education.

Academic requirements that the recipient can demonstrate are essential to a program of instruction or to any directly related licensing requirement will not be regarded as discriminatory. However, where possible, a recipient must adjust those requirements to the needs of individual handicapped students.

Access to vocational programs or courses may not be denied handicapped students on the ground that employment opportunities in any occupation or profession may be more limited for handicapped persons than for non-handicapped persons.

h. Prior to the commencement of each school year, vocational education programs must advise students, parents, employers and general public of their non-discriminatory practices. The announcement should also include a summary of programs offered by the agency, admission criteria and the name, address and phone number of the Title IX and Section 504 compliance offices.

3. Counseling and Prevocational Programs

Counseling materials, activities, recruitment and promotional activities must be non-discriminatory. Students may not be counseled out of courses solely because they have a handicapping condition.

4. Equal Opportunity in the Vocational Education Setting

   a. Accommodations for Handicapped Students -- "Recipients must place secondary level handicapped students in the regular educational environment of any vocational education program to the maximum extent appropriate to the needs of the student unless it can be demonstrated that the education of the handicapped person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Handicapped students may be placed in a program only after the recipient satisfies the provisions of the Department's Regulation, 45 CFR Part 84, relating to evaluation, placement, and procedural safeguards. If a separate class or facility is identifiable as being for handicapped persons, the facility, the programs and the services must be comparable to the facilities, programs, and services offered to non-handicapped students."

   b. Financial assistance must be provided to students according to non-discriminatory guidelines and practices.

   c. Housing opportunities must be provided in a non-discriminatory comparable fashion.

5. Work-Study, Cooperative Vocational Education, Job Placement, and Apprentice Training -- All of the above must be provided in a non-discriminatory fashion and there must be written assurances that any employer participating in such programs will not engage in discriminatory practices.

6. Employment of Faculty and Staff

   a. Recruitment, employment, and salary practices for staff must be non-discriminatory.

   b. "Recipients must provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions of the position in question. Recipients must make reasonable accommodation for the physical or mental limitations of handicapped applicants who are otherwise qualified unless recipients can demonstrate that the accommodation would impose an undue hardship . . ."

PUBLIC LAW 94.142
EDUCATION OF ALL HANDICAPPED CHILDREN ACT

Passed by Congress in the fall of 1973, P.L. 94.142 has since changed and shaped state education laws pertaining to the education of handicapped children. Consequently, an understanding of the provisions of P.L. 94.142 is important for knowledge of state handicapped legislation.

Major Provisions:

1. Definition of "Handicapped"

   The term "handicapped" is defined as children appropriately evaluated as mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped or as having specific learning disabilities, who because of those impairments, need special education and related services.

2. State and local educational agencies shall provide all handicapped children a free, appropriate public education. By statute, special education and related services necessary to insure a handicapped child equal education opportunity shall be provided at public expense.

   Types of handicaps recognized in the law include retardation, emotional disturbance, hearing, vision, and speech impairments, physical and neurological handicaps, learning disabilities and multiple handicaps.

   Services considered as necessary to insure a handicapped child an appropriate education include:

   a. The federal law provided that all handicapped children ages 5-18 years must have been served educationally as of September 1977. By 1980, the age range of service is to be extended to 3-21 years except where the 3-5 provision is inconsistent with a state's education law. In New York State, the education law mandates a free appropriate education to handicapped children, ages 5-21 years.

   b. Due process safeguards must exist for handicapped children and their parents in the evaluation, classification and placement of these children in programs or schools for the handicapped. Basically, due process procedures guarantee that a child is not tested, labelled or served as handicapped without the child's parents' knowledge and consent.

c. Least restrictive environment clause: To the extent possible, a handicapped child shall be educated with non-handicapped children. Isolating handicapped children in special schools or sections of schools is a non-approved means of providing special education.

d. Tests and evaluation devices used for classification and placement must be non-discriminatory and more than one evaluation device must be used in classification and placement.

The law requires that extensive social, medical, historical and psychological information be collected and used to determine whether or not a child possesses an educational handicap and the nature of the handicapping condition. All tests must be administered by qualified personnel.

e. Parents must be assured of confidentiality of classification and placement information as well as being provided with access to complete files on child. P.L. 94.142 insures that the provisions of the Buckley Amendment of 1974 (P.L. 93.380) are accorded handicapped children and their parents.

f. Each child must have a written individualized educational plan prepared cooperatively with parent, teacher and administrator. This plan, better known as the IEP, must contain the following information: Statement of present levels of educational performance of the child, statement of annual goals, including short-term instructional objectives, statement of specific educational services to be provided to the child and degree of integration with non-handicapped children, date services will start and end, evaluation criteria and an annual evaluation of objectives. This plan is not considered to be a contract (specifically stated in federal regulations). The IEP is written for the special education and related services to maintain a regular education program provided to an educationally handicapped child, not for any regular education provided to a handicapped child.

g. Personnel development programs for regular and special education teachers, parents and other school staff must be provided in order to retrain existing staff to implement the provisions of P.L. 94.142.

In New York State a teacher and personnel training network exists to provide in-service training in all aspects of special education to the schools and their communities. These training centers are called SETRC (Special Education Training and Resource Center) and are located in most BOCES throughout the State. Many of the training programs available through SETRC relate specifically to provisions of P.L. 94.142 (IEP's, due process, etc.)

h. The federal government will provide federal monies to state and local educational agencies to help offset the cost of providing special education services mandated in P.L. 94.142. These dollars may be used only for excess costs in educationally servicing handicapped children. (A state and local educational agency must spend at least as much state and local money on the education of handicapped children as they do on non-handicapped children.

NEW YORK STATE HANDICAPPED EDUCATION INFORMATION

The New York State laws regulating education of handicapped children are included in NYS Laws, Chapter 53 and the NYS Commissioner's Regulations, Subchapter 200 P. In addition to providing general and specific definitions of educational handicaps to be served specially in New York State, these laws set forth special education program guidelines as well as procedures for evaluating, classifying and placing handicapped children into special education services.

1. Definitions

a. In general: A handicapped child means a pupil under the age of 21 who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical, emotional, autistic, learning disability or a combination of these reasons can receive appropriate educational opportunities from special services and programs to include but not be limited to, transportation, special classes, related services, resource programs, transitional and other support services, home/hospital instruction and special teachers; state-operated or state-supported special schools or other special facilities; pupil personnel services; and/or those services, facilities or programs which can be obtained through contracts with boards of cooperative educational services, public school districts, approved non-public schools, or other agencies approved by the department.

A mental reason means a condition which impairs or limits the child's intellectual functioning.

A physical reason means orthopedic, visual, auditory, neurological and other medical or organic conditions which result in inability to benefit from the regular educational programs for non-handicapped children without some form of special services or programs.

An emotional reason means a condition of psycho-social origin leading to behavior which interferes with the child's ability to adjust to and benefit from existing regular class programs.

b. Specifically:

1) Mental Retardation (2 levels)

a) Educable mentally retarded - a child who, on the basis of a comprehensive evaluation; such evaluation to include an individual psychological examination, is determined to possess general intellectual capacity that falls lower than 1.5 standard deviations below the mean of the general population, cannot profit from regular classroom instruction, but may be expected to profit from a special education program.

b) Trainable mentally retarded - a child who, on the basis of a comprehensive evaluation, such evaluation to include an individual psychological examination, is determined to possess general intellectual capacity that falls lower than 3 standard deviations below the mean of the general population, cannot profit from programs established for educable mentally retarded, but may be expected to profit from special programs for the trainable.

2) Emotional Disturbance (2 levels)

a) Emotionally disturbed - a child whose condition has been determined to be such by a school psychologist, a psychiatrist, or by an approved mental health clinic.

b) Autistic - a child whose emotional disturbance is so severe that the child is unable to relate to other children and may have an absence of speech, and in addition needs the support of clinical services. A severely emotionally disturbed child is one whose condition has been determined to be such by a school psychologist, a psychiatrist, or by an approved mental health clinic.

3) Physical Handicap

a) General

1) Physically handicapped - a child who manifests orthopedic, neurological, and other medical conditions which result in inability to benefit from the regular educational programs for non-handicapped children, without some form of special assistance.

2) Severely crippled and health impaired - a child who must function in a physical environment specially designed, or who needs medication intervention and/or maintenance.

b) Hearing

1) Hearing impaired - a child with hearing handicap in the 40 and above decibel range (ISO) whose hearing loss precludes his functioning normally in a regular classroom situation without the supportive services of a resource center.

2) Severely handicapped (deaf) - a child with a hearing handicap in excess of 80 decibels (ISO) in the better ear whose degree and type of hearing loss is so severe that spoken language cannot be acquired normally and whose receptive and expressive communication skills are so limited that additional supportive services are provided.

c) Vision

1) Vision impaired - a legally blind child with the visual capacity of 20/200 or less in the better eye with the best correction, or a field of vision restricted to a 20 degree arc.

2) Partially sighted - a child whose visual acuity in the better eye with best correction ranges between 20/70 and 20/200, including those children who can still function capably with their residual vision and who have a medically indicated progressive visual loss, or a recurring serious medical eye problem affecting acuity and operable eye disease.

4) Speech

Severely speech/language impaired - a child with unintelligible speech or inability to communicate verbally. Severely speech/language impaired does not include other speech/language impaired children who exhibit a reduced ability to acquire, use or comprehend language, mild stuttering, vocal disorders or articulation deviations.

5) Learning Disability

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. A child who exhibits a discrepancy of 50 percent or more between expected achievement based on his intellectual ability and actual achievement, determined on an individual basis, shall be deemed to have a specific learning disability.

6) Multiply Handicapped

Multiply handicapped - a child who, because of the multiplicity of his/her handicapping conditions, requires intervention by more than one certified specialist in the area of education of the handicapped. For purposes of this section, visually impaired shall not be included. Multiply handicapped includes severely to profoundly handicapped children who function at a level that precludes their benefiting from a program for trainable mentally retarded.

2. Providing Special Education to Handicapped Children

Committees on the Handicapped

Each school district, by law, must maintain a Committee on the Handicapped (COH), appointed by the district Board of Education. The members must include:

a. Cerrified School Psychologist
* b. Physicians
c. Special Education Teacher or Special Education Administrator
d. Parent who has a handicapped child

Additional members may be appointed by the school district's Board of Education.

Committees on the Handicapped are responsible for:

a. Identifying and maintaining a census on children residing within the school district between the ages of 0-21 years.

b. Gathering and interpreting all necessary evaluative information on a child thought to be handicapped (medical, psychological, social, historical and educational.)

* Recent legislation makes the attendance of the physician at Committee on the Handicapped meetings necessary only where requested by the parent who must be notified of their rights to have a physician present at least 72 hours prior to the Committee on the Handicapped meeting.

Committee on the Handicapped Responsibilities (cont.)

c. Providing for appropriate due process safeguard procedures in evaluation, classification and placement of a handicapped child.

d. Recommending a handicapped classification and appropriate special education programming for a child possessing an educational handicap to the Board of Education.

e. Insuring an appropriate IEP is presented to the Board of Education.

f. Reviewing the appropriateness of a handicapped child's special education program at least annually.

Procedures followed by the Committee on the Handicapped includes:

1) Identification

a) "A COH must fully notify a parent in writing that evaluative information is being sought regarding a child thought to be handicapped. A description of the proposed evaluation shall be included in the notice together with uses to be made of the information. A written consent must be obtained from the parent prior to initiation of a pre-placement evaluation for potential placement in a special education program.

b) Evaluations must be comprehensive, non-discriminatory and completed every three years once a child is placed in special education.

c) If the parent disagrees with the necessity for evaluation or with the evaluation results he has the right to an impartial due process hearing.

2) Classification

a) All evaluative information must be forwarded to the COH which reviews the information, along with medical, social and school achievement records to determine what, if any, handicap exists for recommendation to the Board of Education.

b) The parent(s) shall be invited to attend the meeting.

c) All recommendations to be made to the Board of Education must be sent in writing to the parents, who have the right to an impartial due process hearing if they disagree (must be requested in writing from the Board of Education within 10 days from receipt of notice).

3) Placement

a) Based on the educational needs identified during evaluation and the handicapped classification recommendation, the COH must recommend to the Board of Education an appropriate educational placement for the child.

b) Again notice of the proposed placement recommendation must be sent to the parents who have the right to request a due process hearing if they disagree with the proposed placement.

If the parents agree with everything and sign off accordingly, the child may be placed and action of the Board of Education on the Committee on the Handicapped recommendation makes everything official.

3. Special Education Programming in New York State

Types of special education programs regulated in New York State law follow a continuum of most to least integrative with non-handicapped educational programs. All special education programs are regulated on class size, age range, instructional time and certification of teachers. Differentiation of programs include (from most to least integrative).

a. Resource Rooms

Resource rooms are considered appropriate special education programs for all handicapping conditions except the severe (TMR, Severe ED and Multiply Handicapped). Handicapped students served in resource rooms must spend at least 20% (5 hours/week) and not more than 50% (2½ hours/day maximum) per week in resource room instruction. Class size may not exceed 20 children, although there is no restriction on age range of children served. Teachers must be special education certified in the appropriate handicapping condition.

b. Self-Contained Classrooms

Handicapped children who spend at least 60% or more of the day (at least 3 hours/day at the elementary level and 3½ hours/day at the secondary level) with a special education teacher are

b. Self-Contained Classrooms (cont.)

considered to be served in a self-contained classroom. Regulations for self-contained classes vary somewhat by type of handicapping condition served. Age ranges are usually restricted to 3-4 years, class size is limited to 12-18 students. Teachers must have appropriate special education certification.

c. Alternate School Placement

When a child's handicapping condition is so severe or complex that a resource room or self-contained classroom program available through the local district or BOCES cannot meet the child's educational needs, the district's Committee on the Handicapped must find an appropriate educational program elsewhere, usually in a private day or residential school. These schools may be privately funded or state supported.

d. Home and Hospital Instruction

Meant for temporarily meeting the needs of a handicapped child who, for a medical or behavioral reason, cannot be served in a regular or private school, home instruction is regulated by amount of instruction and certification of teachers. At the elementary level, instruction must be for at least five hours per week and at the secondary level, at least ten hours per week must be provided.

SUMMARY OF RELATIONSHIPS AMONG LAWS AND PROGRAMMING IMPLICATIONS

Aspects of vocational education programs for handicapped students which are discussed and interrelated in the Special Education and Vocational Education Laws include:

1. Evaluation procedures
2. Location and accessibility of program facilities
3. Due process procedures
4. Individualized Education Plans
5. In-service training for staff

1. Evaluation Procedures

P.L. 94.142 requires that all tests and evaluation devices used for classification and placement of handicapped children be non-discriminatory and that more than one evaluation device be

used. Section 504 and the Office of Civil Rights Guidelines for Vocational Education also specify that evaluation procedures used for admission into vocational education programs be non-discriminatory. Consequently, an assessment system established to evaluate and place a handicapped student into a vocational program must be multi-faceted and non-discriminatory on the basis of race, color, national origin, sex or handicap. Additionally, P.L. 94.142 establishes that complete access and confidentiality assurances of evaluation records must be provided for parents and students.

In providing for non-discriminatory, accessible evaluation procedures and facilities in rural areas, alternatives such as mobile assessment or regional assessment centers may be necessary in order to assure the comprehensiveness and accessibility required.

2. Location and Accessibility of Program Facilities

P.L. 94.142 provides that to the extent possible handicapped students must be educated with non-handicapped students (least restrictive environment clause). The Office of Civil Rights Guidelines for Vocational Education underline that handicapped students must be placed in a regular vocational education program to the maximum extent appropriate to the student's needs. The Office of Civil Rights Guidelines also provide that any class or program for handicapped students that is identifiably separate for the handicapped must be comparable in quality to those classes and programs for the non-handicapped. (P.L. 94.142's equal opportunity clause). Section 504 of the Rehabilitation Act specifies that vocational education program facilities must be architecturally accessible to the handicapped and instructional equipment and mode, related aids or services must be provided to assure equality of vocational education opportunity to handicapped students. In rural areas where vocational education is frequently provided at regular and special regional centers, modified transportation may be required in order to comply with these mandates.

3. Due Process Procedures

P.L. 94.142 provides that no handicapped students shall be evaluated, classified or placed as handicapped without parental advisement and consent. The Office of Civil Rights Guidelines for Vocational Education require evaluation, placement and procedural safeguards provided to handicapped students according to Section 504 guidelines.

4. Individualized Educational Plans

Neither P.L. 94.482 nor the Office of Civil Rights Vocational Education Guidelines mention the provision of an I.E.P. for handicapped students placed in vocational education programs.

However, P.L. 94.142 mandates an individualized educational plan for those parts of a student's program that are designated as "special education and related services." If a handicapped student is appropriately placed in a regular vocational education program, an IEP is not required, but, the IEP should identify support services needed in order to maintain such a placement. If, however, a handicapped student is placed in a vocational program designed specifically for the handicapped, a vocational component to the IEP specifying the nature of the special vocational education and related services would be necessitated.

5. In-Service Training for Staff

In order to provide educational services to handicapped students in the least restrictive environment, P.L. 94.142 mandates the provision of personnel development programs for regular and special education teachers, parents and other staff for retraining purposes. Although this issue is not discussed in either P.L. 94.482 or the Office of Civil Rights Guidelines specifically, the Office of Civil Rights Guidelines do suggest the use of in-service training courses to change attitudes of vocational education counselors in order to provide for change attitudes of vocational education counselors in order to provide for non-discriminatory counseling of the handicapped. It would seem that "two-way" inservicing of staff would be appropriate. Not only would vocational educators need specific training to enable them to appropriately train handicapped students, but also, regular and special educators would need an understanding of the nature of vocational education programs so that realistic vocational goals and objectives may be established for special education students.

III. VOCATIONAL EDUCATION
HANDICAPPED IDENTIFICATION AND REFERRAL PROCESSES

A. General Considerations

In reviewing various general models for assessment and placement of handicapped students into secondary vocational education programs, all models is that the student has already been identified as handicapped. Such an assumption is understandable in view of the fact that since vocational education usually occurs toward the end of a student's public school experience, a student who is handicapped to the extent that a modification of regular education programs is necessitated should already have been identified and placed in special education earlier in his public school career. However, is such an assumption valid?

Results of Child-Find activities which were statewide efforts mandated by P.L. 94.142 to locate unidentified, unserved handicapped students indicate that such may not be the case, especially in certain categories of handicapping conditions. For example, incidence of handicapped students as reported in the Steuben-Allegany Child-Find project (Gray, 1977) showed that while identified handicapped students matched expected percentages for the K-12 population base for retarded and physically handicapped (including blind and deaf), there were extreme discrepancies between number identified and number expected as emotionally disturbed and learning disabled. Very few students were actually identified and served as having either handicap.

Thus, although referral and identification processes have typically not been discussed in any detail in existing assessment and placement models, an analysis of existing referral processes may be very necessary for the successful operation of a vocational assessment, placement and training program in rural areas. Young (1969) suggests that especially in rural areas, there is a greater likelihood that students with educational handicaps will remain in regular grades with a greater chance of dropping out of school or entering a regular vocational education program unidentified as handicapped.

At the 1980 national convention of the Council on Exceptional Children in a paper presented by Huntze on the incidence of emotionally disturbed students in five geographic areas, there was a wide disparity in the percent of the student population identified as emotionally disturbed. In fact, one of the author's conclusions was that high school students with emotional problems may represent the largest group of unidentified, unserved handicapped population because of the

tendency to treat such students as behavior problems to be expelled from school rather than as handicapped students.

General recommendations which may be made for operation of identification and referrals systems in rural areas would include:

1. Analysis of the region's handicapped population, contrasting identified numbers of handicapped students K-12 with expected incidence figures, using a chart form similar to the one presented in Figure 2. Inclusion of the over 21 years population is helpful, especially in rural areas, because a more comprehensive evaluation system may be economically justified by combining the two populations.

2. Identification of all potential referral agents. In addition to handicapped children who are automatically referred as part of an ongoing special education program, there are identified and unidentified handicapped students who may be referred for vocational evaluation from any of the following:

   Regular classroom teachers, parents, Office of Vocational Rehabilitation, County Mental Health Clinics; Association for Retarded Citizens, psychiatric and developmental disabilities centers. Procedures should be established to include public information activities which insure that all handicapped students have equal opportunity for referral to the vocational evaluation and training services. Interagency cooperative procedures are especially important in rural areas where sparseness of population and transportation difficulties may make it difficult for individual agencies to provide comprehensive programs.

3. Written referral procedures with standardized forms for use by all referring persons and agencies. For efficient and effective use of a vocational evaluation and training program, a handbook should be prepared specifying:

   a) Types of individuals assessed and served.

   b) Areas of aptitudes and behaviors assessed and the specification of commercial evaluation instruments and standardized tests used (copy of assessment results format is helpful).

   c) Referral procedures with copy and explanation of referral forms.

   d) Uses of data

   e) List of resources and/or agencies who can provide vocational assessment of handicaps or specific aptitudes that the existing system is not equipped to handle.

REGIONAL ANALYSIS OF HANDICAPPED POPULATION

Handicapping Condition	School Age K-12 USOE % Estimate	Regional Population K-12 Estimate	K-12 Identified	Over 21 Estimate	Over 21 Identified
Mental Retardation	2.3 %				
* Emotional Disturbed	2.0 %				
* Deaf	.075 %				
Hard of Hearing	.5 %				
* Visually Impaired	.1 %				
Learning Disabled	3.0 %				
* Crippled and Other Health Impaired	.5 %				
Deaf-Blind and Other Multiple Handicapped	.06%				
Speech Impaired	3.5 %				

* % estimate and # identified may be higher for the over-21 population due to the positive correlation of incidence of these handicaps with age.

Figure 2. Format for analysis of a regional handicapped population.

B. Identification and Referral in New York State

In addition to searching the literature for identification and referral systems used in vocational education programs in the past, the author conducted a survey to determine existing referral systems in New York State and the advantages and disadvantages experienced by educational agencies using different systems. A questionnaire (see Appendix A) was sent to all BOCES and Community Colleges in New York State requesting information on referral and assessment systems used by these institutions.

1. Secondary Vocational Education

Referral processes used in vocational education programs across New York State vary widely in extent and sophistication. Most students frequently are already identified as handicapped and are enrolled in ongoing special education classes. For these students, the local district's Committee on the Handicapped acts as the referral agent into the vocational education program. Regular classroom teachers are the second most frequent referrers of students into special vocational education programs, and the Office of Vocational Rehabilitation accounts for some referrals in specific BOCES regions. In those BOCES operating pre-vocational programs for handicapped students, the referral process becomes somewhat automatic once the student enters such programs, with students placed directly into the appropriate available vocational education program based on performance in the multi-occupational program.

a) Problems in Identification and Referral

1) The most frequently mentioned problem in identification by survey response was the lack of complete information on identified students. Since the vocational education program must rely on regular school system (usually Committee on the Handicapped) to officially identify, classify, and place handicapped students into its vocational programs, any gaps in the information and communication flow between the two systems present problems. Sometimes, the communication problems exist because the two systems have never cooperatively identified information needed by both sides in order to complete the vocational education placement and program delivery.

2) One other difficulty encountered in the identification stage was termed "differences in interpretations of handicapped" definitions. Of course, all districts utilize the standard New York State definitions of handicapped (see Chapter 1, p. 1), but interpretations most definitly vary geographically. For example in the 1978 New York State Handicapped Plan, statistics compiled by the New York

State Education Department showed that numbers of reported emotionally disturbed students varied drastically -- there were no reported emotionally disturbed students north of the Tappan Zee Bridge in the New York City area, yet over 2% of the New York City population was classified as emotionally disturbed. In any one component district of a BOCES, a student who has a behavior disorder due to emotional problems may be classified Learning Disabled rather than Emotionally Disturbed because of the negative connotations of an "ED label."

3) Lack of identification of students with mild educational handicaps presents a substantial problem to some BOCES vocational programs. Learning disabled and mildly emotionally handicapped students are the most frequently vocationally placed "unidentified" students. Often there is no established two way referral system between the BOCES vocational education program and the sending school district. If a student placed in a regular vocational program displays maladjusted behavior or severe learning problems, the only avenue of help may be to contact the home school guidance counselor where the problem rests with no resolution.

4) Rigidity of referrals through established pre-vocational or multi-occupational programs may also present a problem. When programs designed specifically for a handicapped population are in existence, there may be an inappropriate automatic referral of a handicapped student into that program with little consideration of alternative vocational programs that the student may succeed in. Referral should be based on individual characteristics of the student, not handicapped labels.

b) Recommendations

Since most referrals of handicapped students into secondary vocational education programs occur through Committee on the Handicapped channels whose procedures are prescribed by law, any suggestions to be made to improve the referral process must be incorporated additions to the existing handicapped placement process.

1) Referral Forms

Use of referral forms solves the vocational teachers' problem of lack of background information on a handicapped student placed in their classes. Such a form should be developed with input from all vocational teachers -- specific information about a student important to one vocational subject may not be important to another subject

and consequently left off the form if that particular teacher is not consulted. The form should be as short as possible, yet still contain necessary intake information. Suggested information consolidated from various BOCES forms collected as part of the survey:

a) Name, address, date of birth, etc.
b) Handicapping condition if classified
c) Reading, math and expressive writing level abilities
d) Attendance record
e) Interests
f) Attitudinal and work habit information

Some vocational centers additionally ask for a psychological and a medical report to accompany a referral form on any handicapped student placed in vocational education. For safety reasons, any medical problem such as epilepsy, uncontrolled violent outbursts, etc. must be identified through some reliable process, whether referral forms are used or not. A copy of the student's IEP would also be useful information to the vocational education teacher.

2) Program Description Booklet

Appropriate referrals of handicapped students into vocational educational programs depend on a two-channel communication system. Not only is it important that vocational educators have necessary background information on placed handicapped students, but sending districts must have adequate knowledge of available programs including program objectives, resources and services available to different types of handicapped students, entry level skills, etc., needed for successful performance in the program. A program booklet supplemented by visits to local district Committee on the Handicapped or presentation of program information to guidance counselors and Committee on the Handicapped chairmen of BOCES component districts can improve greatly initial appropriate referrals of handicapped students into vocational education programs.

3) Handicapped Liason Counselor or Committee

Several BOCES utilize a counselor of the handicapped or a liason committee composed of special education and vocational education personnel to aide in the referral process. Names of handicapped students are submitted to this liason unit which works with the home school district to suggest an appropriate vocational education placement.

4) Interagency Cooperative Referral System

It is not unusual for a mildly handicapped student to drop out of school at the age of 16. Community agencies such as the Office of Vocational Rehabilitation, United Cerebral Palsy, Association for the Retarded, etc. may provide services or even vocational education programming which may fill gaps in the BOCES or other secondary education programs for the handicapped students. A knowledge of existing regional handicapped service agencies, services and programs available and contact persons can greatly enhance the provision of necessary vocational education to handicapped students.

2. Community Colleges

Most community colleges rely on the Office of Vocational Rehabilitation for referrals of handicapped students and are very pleased with such referral arrangements.

a) Problems in Identification and Referral

1) Without exception, the identification of handicapped students not sponsored by the Office of Vocational Rehabilitation presents the greatest problem to community colleges in providing appropriate services to handicapped students. Section 504 regulations prohibit colleges from asking if a student is handicapped prior to admission to college and any information concerning a student's handicaps asked after admission must be voluntarily supplied by the student. The most common means of identifying handicapped students is through the dissemination of information of supplementary services available to them at the college. A flier listing services for handicapped students is given to all students, and students interested in services are requested to return the card, checking any services they are interested in. The other means of identifying handicapped students is a medical examination required of all students. This, however, aids in identifying only physically handicapped students, not learning disabled, emotionally disturbed or other handicaps.

2) Identification of students with emotional problems is especially difficult for community colleges and appropriate counseling and other services for these students are not readily available. As one respondent stated, many handicapped students are identified only after they have had failure experiences in one or more courses and then intervention may be too late.

b) Recommendations

1) Explanation and dissemination of information about the college's special services for handicapped students with the name of the college's handicapped student counselor or liason staff member makes student self-identification easier.

2) Information dissemination to the Office of Vocational Rehabilitation, school district guidance counselors and Committee on the Handicapped chairmen is important so that a district may refer a handicapped student appropriately so the college can aide in the placement of handicapped students.

IV. ASSESSMENT SYSTEMS

A. General Considerations

Before one can make recommendations for a comprehensive vocational assessment program for use specifically with the handicapped in the rural areas, it is useful to review the existing literature in vocational education for examples of general assessment models and processes utilized in various states and individual programs. An analysis of the goals and procedures incorporated into existing systems as they relate to the needs of special education vocational assessment should allow for the development of a more effective model built on the results of experience.

B. Assessment Goals and Objectives

Before components of a vocational assessment system can be even cognitively assembled, a major activity is suggested by several authors in the literature -- the identification of the assessment goals and objectives. Ysseldyke and Bagnato (1976) in a discussion of psychoeducational assessment of handicapped students at the secondary level propose that educators ask themselves a deceptively simple, yet fundamental question -- "What are the goals of assessment at the secondary level?" The authors suggest a two-fold goal of assessment for special education vocational assessment:

1. Specification of skill development levels relevant to academic planning.

2. Functional analysis of a student's job-related skills.

Micali and Scelfo (1978) outline the following objectives of vocational assessment incorporated into the New Jersey model for a total special needs vocational program (see Figure 3).

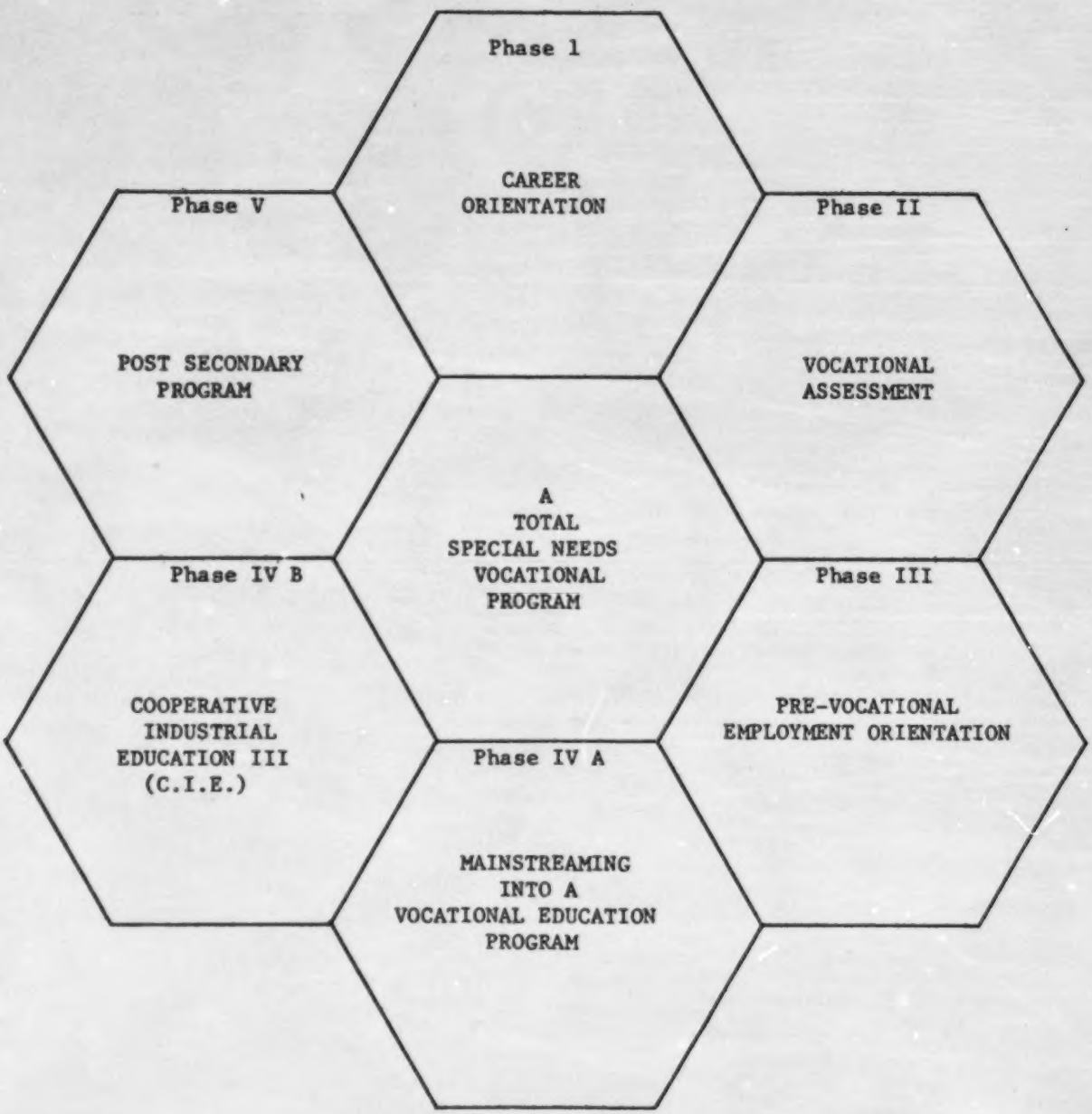
1. To identify interests, aptitudes and activities for an appropriate vocational program for the student being served.

2. To identify the functional competencies and functional disabilities of the student.

3. To identify those remedial services needed to overcome the functional disabilities which are barriers to successful performance in the recommended vocational program.

4. To reduce or eliminate functional disabilities of the student.

Figure 3. A Total Special Needs Vocational Program (Micali & Scelfo, 1978)



The Maryland assessment model was designed to provide answers to the following questions. (See Figure 4)

1. What type of work will the student be able to do?

2. What kind of training is necessary to enable the student to work?

3. What are his skills? Strengths? Weaknesses?

4. Is there lack of interest in a vocation?

5. How will a handicap limit employment possibilities?

6. Of vocations desired, which one is the student best suited for?

7. Is the student's goal realistic?

In a proposed vocational evaluation process for Special Needs students (See Figure 5), Linari (1974) proposes the purposes of the evaluation would include the determination of the special needs of students, the degree of special needs involvement and the development of appropriate educational plans for those students determined to have special needs. Related activities and outcomes of the evaluation process would specify the determination of necessary instructional modifications and the provision of instructional support services for the special needs.

Objective commonalities among the various assessment models include the determination of the student's vocational interests and aptitudes, analysis of the student's job-related skills and deficits and some type of final report summarizing strengths, weaknesses and indicating appropriate vocational training. A schematic diagram prepared by J. J. Micali illustrates the components of the assessment process. (See Figure 6)

C. Assessment Model Components

The term "assessment model" is actually an inaccurate description when one looks at examples of such models (See Figures 3-5). Micali & Scelfo more aptly describe their model as "a total special needs vocational program." Vocational assessment in and of itself is a meaningless activity. The assessment process must operate as "roadsigns" to guide a student into appropriate vocational training objectives specific to his individual needs. Consequently, assessment activities must be integrated into a comprehensive model of vocational education for the handicapped. Existing models do demonstrate some common components to such a comprehensive model which may be delineated:

Figure 4. State of Maryland's model of vocational assessment (Maryland SED, 1977)

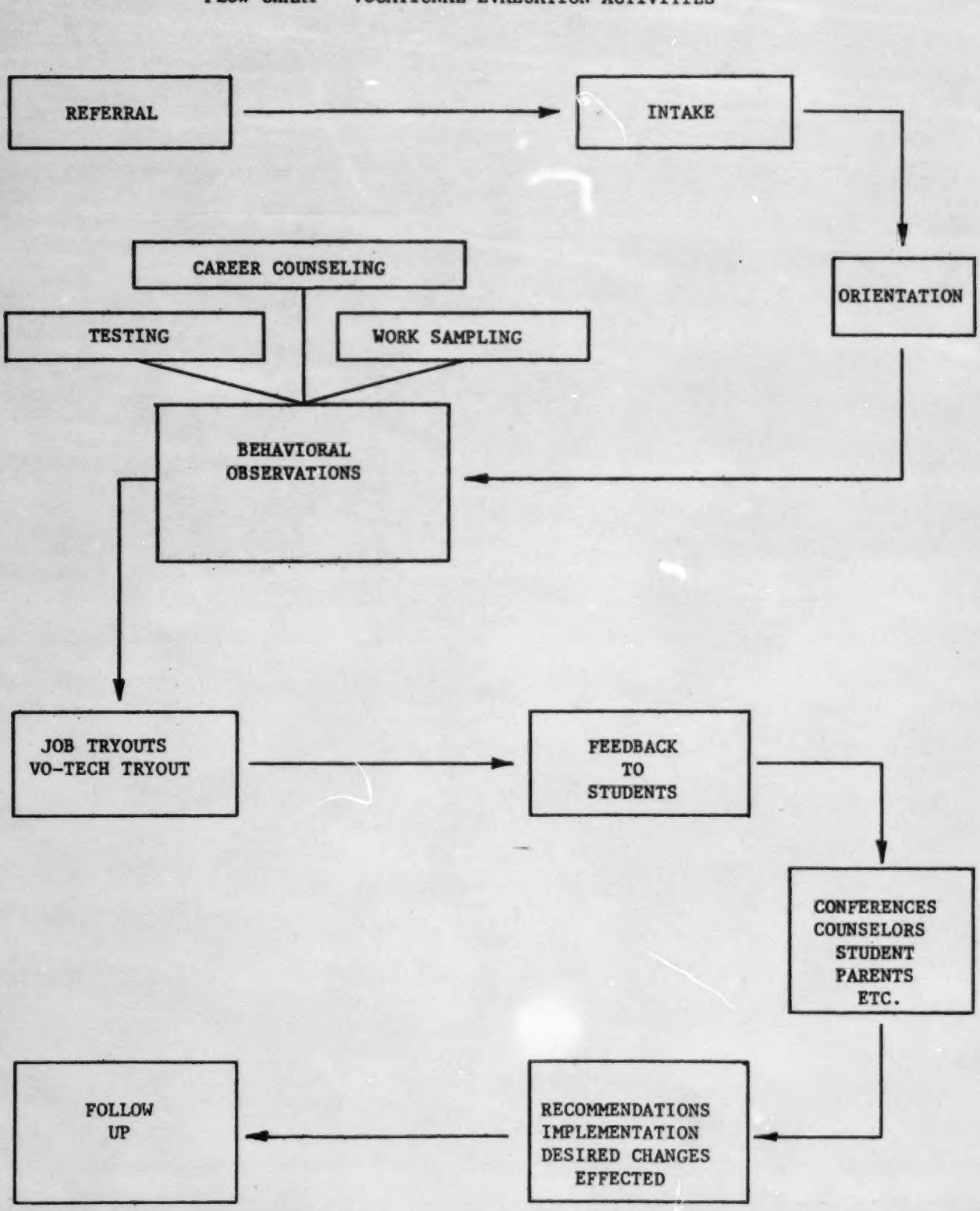


Figure 5. Massachusetts Core Evaluation Team (CET) Process (Linari, 1975.)

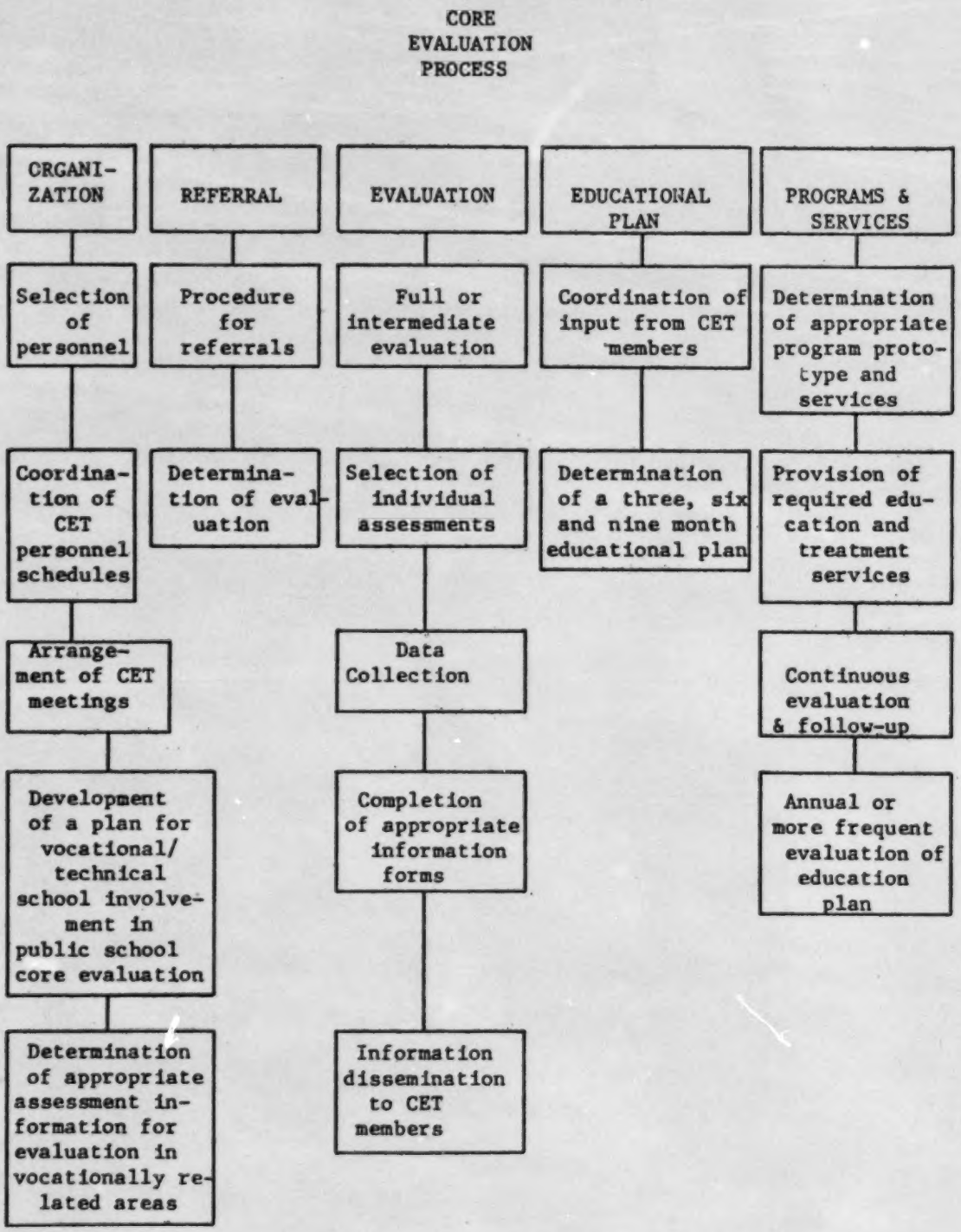
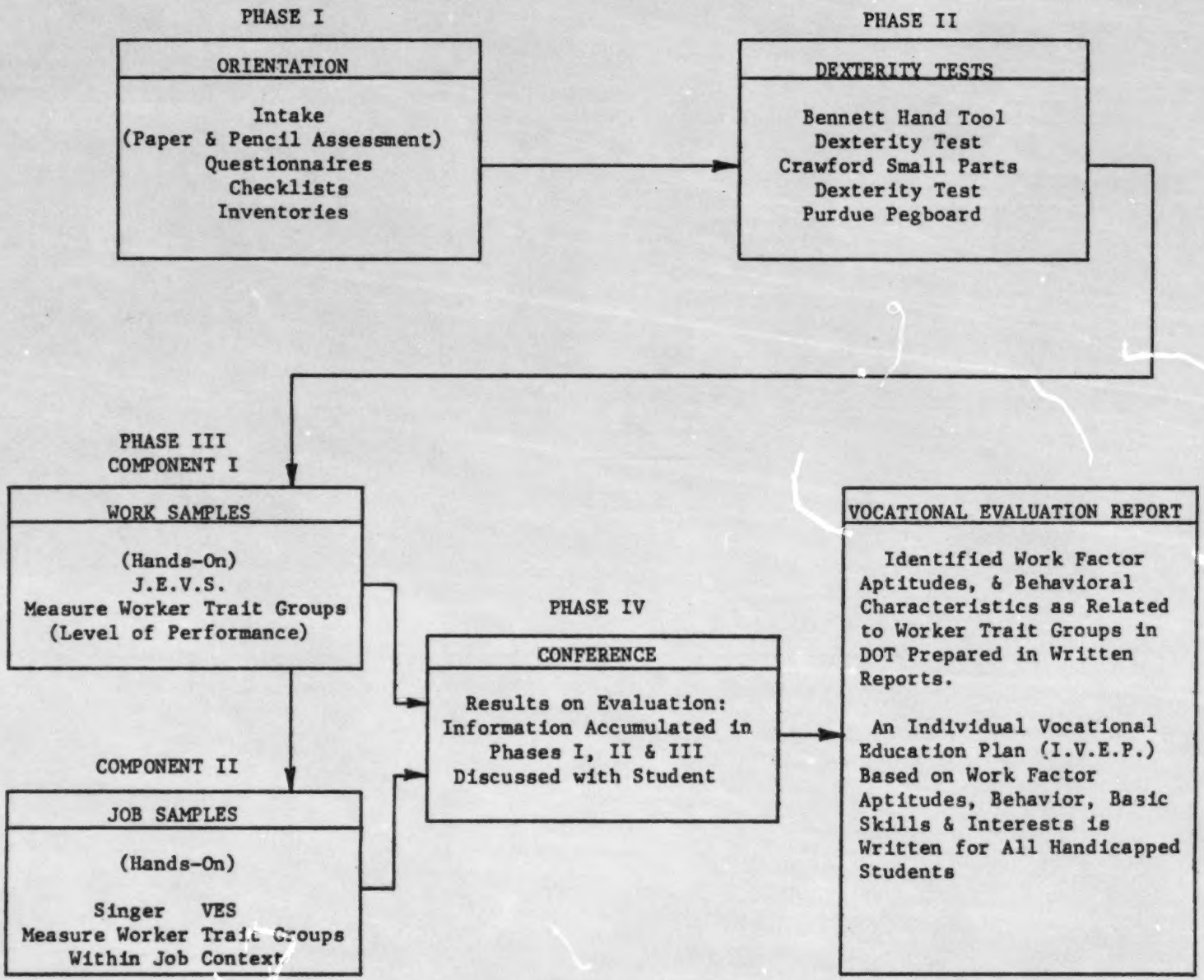


Figure 6. O.C.V.T.S. EVALUATION UNIT FLOW CHART (J. J. Micali, 1981)



1. Referral
2. Career orientation and counseling
3. Vocational assessment
4. Individual vocational training plan and program
5. Specialization of vocational education and specific skill development and reevaluation
6. Job placement
7. Follow-up

The scope and content of each of these components may be modified to provide for needs unique to the handicapped in rural areas, but all should be represented in the development of a total vocational education program for handicapped students.

D. Existing Assessment Practice in New York State

Before attempting to suggest vocational assessment procedures for the handicapped in rural areas in New York State, the author conducted a survey to determine what assessment practices were currently in use in the field. New York State BOCES and community colleges were requested to report their use of local and commercially developed assessment systems, and to outline advantages and disadvantages experienced with use of the various practices and systems. It was felt existing models should be analyzed so that problems inherent in existing practices used currently would not be replicated in a proposed model.

1. BOCES

Evaluation and assessment practices vary greatly in BOCES across the state. Only 12 BOCES currently use commercial evaluation systems. A few BOCES integrate several commercial systems. Six more BOCES are considering the use of such systems in the next year. As can be seen in Figure 6, the most frequently used commercial evaluation system is the Singer System (8 BOCES use it and two more are considering its use). Other systems are used as indicated in the chart. By far, the most common means of assessing handicapped students for vocational education training is the placement of the students in multi-occupational or exploratory skills training programs. During this training, the teachers assess the students' abilities, attitudes and skills and recommend future vocational education program placement. A few BOCES have developed their own work sample evaluation systems, but many BOCES utilize no evaluation or assessment at all. One of the more sophisticated assessment centers proposed for use has been developed by John Volonts at Suffolk II, BOCES, where five commercial evaluation systems are used, matched to the student's handicap (See Fig. 8). Since some commercial systems are appropriate to evaluate only certain types of handicapped individuals, more than one system is needed to evaluate all types of handicapped persons. Proposed additions to the center include interest inventories, prescriptions for teaching and follow-up evaluations.

ASSESSMENT SYSTEMS

SYSTEM	# OF BOCES USING	# OF BOCES CONSIDERING USE
TAP	0	0
JEVS	5	2
VIEWS	1	0
TOWER	2	0
VALPAR	4	0
COATS	2	2
BROADHEAD-GARRETT	0	1
MIND·TOOL TECH	3	0
SINGER	8	2
Others:		
OVR	2	
Teacher Evaluation	5	
Multi-Occupational Prevocational Program	6	
None	15	

Figure 7. Current use of assessment systems in New York State

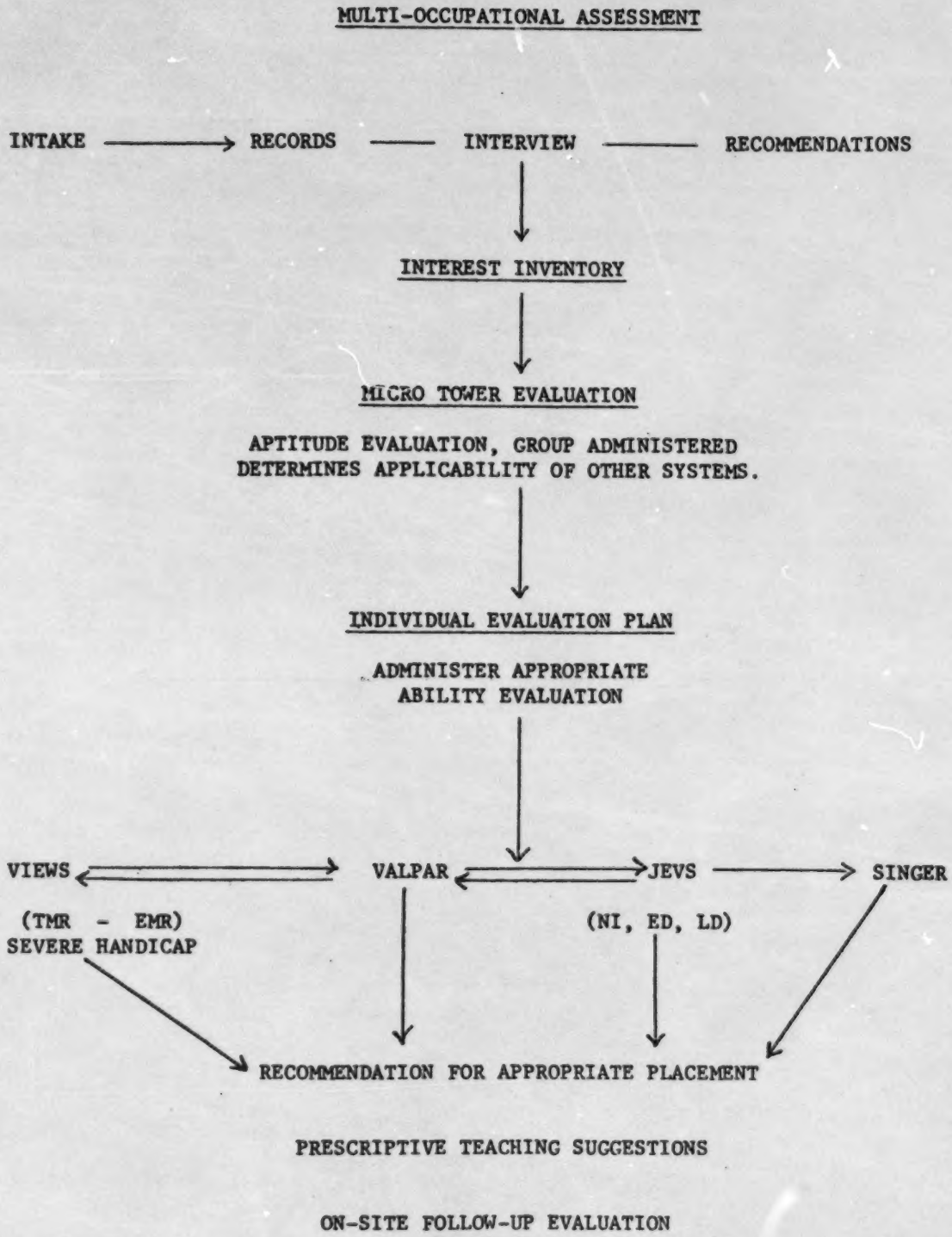


Figure 8. Proposed Flow Chart for Student Evaluation (J. Volonts).

Identified Problems

BOCES respondents to the survey outlined many problems with assessment in vocational education, including:

a. Lack of suitable and appropriate evaluation instruments was the most often cited problem in the assessment area. The evaluation process using commercial systems is lengthy, expensive (in terms of equipment and evaluation personnel needed) and cannot be used appropriately for all handicapping conditions.

b. In multi-occupation programs used for evaluation purposes, objective evaluation can be a problem with teachers rating students higher or lower for personal or subjective reasons.

c. Lack of relationship between assessment instruments and course content and objectives is often a problem. Only infrequently are vocational courses analyzed into component skills behaviors, objectives and attitudes necessary for success in the course. A sophisiticated assessment system providing a detailed analysis of a student's abilities and interests is not very useful if the information provided does not match specified program entry level skills or behaviors.

2. Community Colleges

With the exception of interest inventories, there are no vocational assessment systems used by any of the community colleges (14) responding to the questionnaire. Most of the respondents rely on Office of Vocational Rehabilitation for assessment information of entering handicapped students. All these community colleges worked closely with OVR and reported great satisfaction to the identification, assessment and referral system used by the Office of Vocational Rehabilitation for placement of handicapped students into community college programs. It should be mentioned that many of the respondents offered few if any vocational technical courses and at least one community college stated that none of its handicapped students was enrolled in a technical training course. Another college reported very few handicapped students in attendance at the college.

There were no problems associated with vocational assessment mentioned by the survey respondents. All were satisfied with OVR assessments of referred handicapped students. Additionally, one or all of the following are utilized at responding community colleges:

a. Strong-Campbell Vocational Interest Inventory
b. Harrington O'Shea Interest Inventory
c. Holland Self Directed Search
d. Hall Occupational Orientation Inventory

Life career and academic counseling services for handicapped students were utilized with reported satisfaction at three community colleges to supplement interest inventory information. Ultimately, it is impossible to discuss problems with assessment systems when none is used at the community colleges responding to the questionnaire.

V. SUGGESTED PROCEDURES

A. General Considerations

After review of the literature and analysis of the questionnaire responses the following suggested procedures for vocational assessment in rural areas are proposed. With so many uncontrollable variables affecting assessment needs and outcomes across the state and with such a variety of program options, it seems more realistic to suggest procedures which can be followed to analyze assessment needs and to develop appropriate assessment based on identified needs.

Before beginning any of the procedures suggested below, a basic question should first be answered: "Is there a need to assess or evaluate vocational abilities?" It may be determined that the sophistication of the vocational education training programs do not warrant extensive assessment of incoming students' abilities. If, however, there is definitely a recognizable need for vocational assessment information, the procedures to be suggested call for many analyses necessitating local and regional information gathering, and then decision making during the length of the analysis procedure. The procedures focus on six areas of information to be analyzed in building an assessment system for a rural vocational education program:

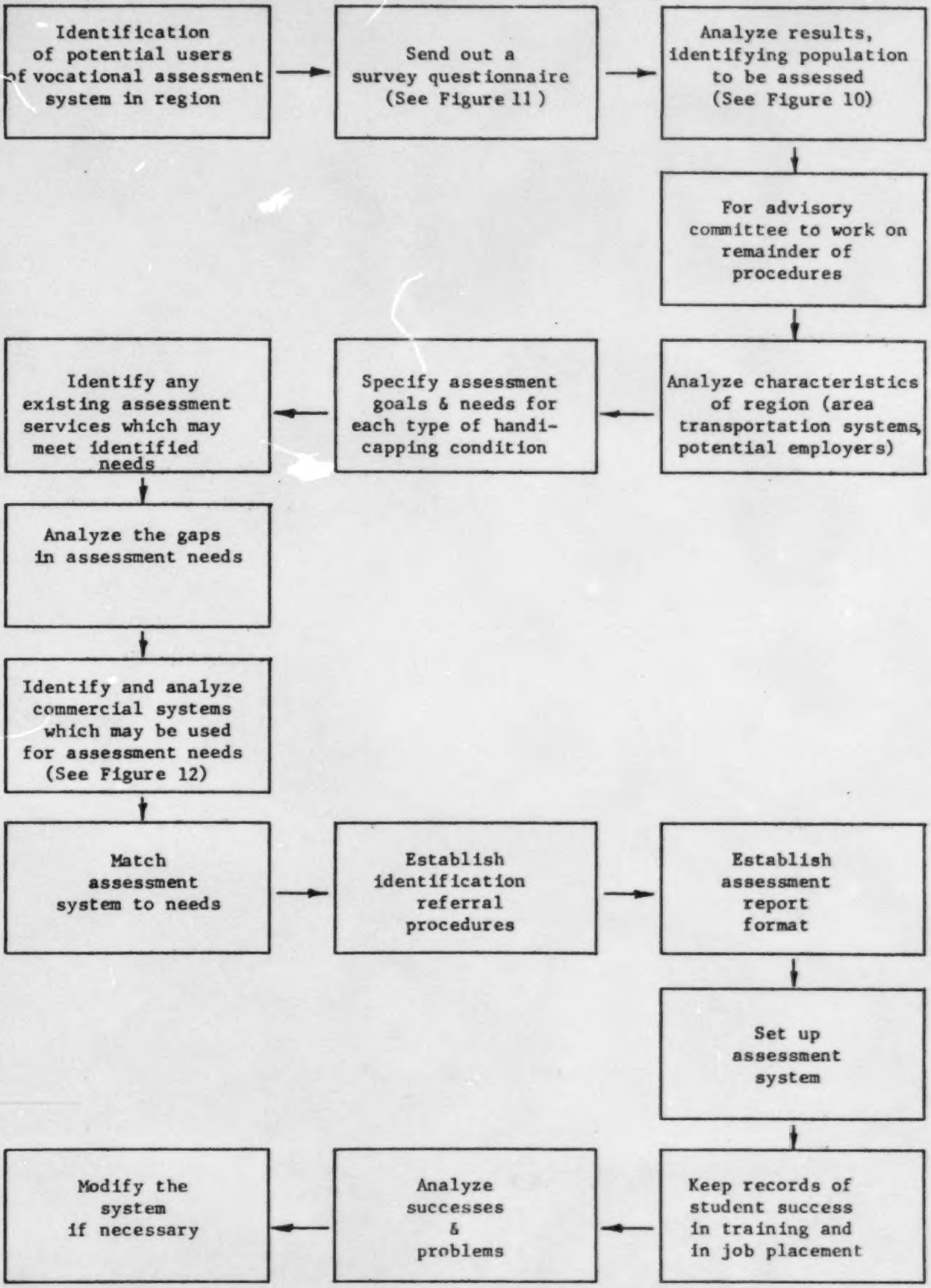
1. Identification of agencies and their vocational assessment needs
2. Enumeration of characteristics of populations to be assessed
3. Problem of the match-analysis of assessment systems
4. Analysis of programs available to the handicapped clients
5. Analysis of employment opportunities
6. Program completion success and follow-up

A schematic summary of procedural activities are presented in Figure 9 for reference.

1. Analysis of Agencies

Since commercial assessment systems that have the capabilities to provide detailed and specific information on an individual client are by nature expensive and time consuming to operate, identifying all potential users of a system within a given area to share operating expenses is a critical exercise. In addition to BOCES secondary vocational education programs, individual districts with single voc-tech programs (e.g. business, agriculture), Association for Retarded Citizens or other sheltered workshops, hospital rehabilitation centers, Office of Vocational Rehabilitation, community colleges, private and public 4-year colleges and local industries may all have use for some type of vocational assessment and may be interested in cooperatively sharing or at least utilizing parts of a comprehensive, flexible vocational assessment

Figure 9. Procedure Flow Chart for Establishment of a Vocational Assessment System


Identification of potential users of vocational assessment system in region
Send out a survey questionnaire (See Figure 11)
Analyze results, identifying population to be assessed (See Figure 10)
For advisory committee to work on remainder of procedures
Analyze characteristics of region (area transportation systems, potential employers)
Specify assessment goals & needs for each type of handicapping condition
Identify any existing assessment services which may meet identified needs
Analyze the gaps in assessment needs
Identify and analyze commercial systems which may be used for assessment needs (See Figure 12)
Match assessment system to needs
Establish identification referral procedures
Establish assessment report format
Set up assessment system
Keep records of student success in training and in job placement
Analyze successes & problems
Modify the system if necessary

system. Micali and Scelfo (1978) also suggest contacting mental health clinics, probation, CETA clients, senior citizen groups and private sector individuals. Actual assessment needs of individual agencies must also be tabulated to determine the extensiveness of the needed assessment system. Here it is important to ask participating agencies to specify reasons or objectives for obtaining each piece of evaluative information. Some information thought to be necessary may be irrelevant for success in the program entered. One problem with commercial assessment systems is that in being general enough to be used in many situations, not all information gathered during the evaluation is useful to a particular agency or institution.

Types of information used in vocational assessment may include information on general learning abilities received from previous psycho-educational assessments of an individual from other sources as well as vocational interest and skill information collected during the vocational assessment process. Usually the following information is used:

a. Learning Ability

1) Intelligence Quotient (I.Q.)
2) Reading and Math Achievement Scores
3) Gross-Fine Motor Skills
4) Perceptual Motor Skills (including attention span)

b. Vocational Skills

1) Occupational Problem Solving Skills
2) Occupational Dexterity

c. Vocational Interest and Activities

1) Career Goals
2) Previous Occupational Experience
3) Occupational Vocabulary

d. Work-Related Skills and Knowledge

1) Attendance and Promptness
2) Self Hygiene
3) Other Work-Related Skills, e.g., following directions, obeying superiors, independence at work

Learning abilities, and vocational interests are most frequently assessed through standardized paper and pencil tests, where work-related skills and vocational skills are assessed through work samples or performance observation. To be comprehensive and usable to a number of agencies a complete vocational assessment system should provide for assessment information in all four areas. An agency may elect not to get data in one area, or more, but the flexibility to provide all types of information should be a part of the system.

A useful exercise for any agency needing vocational assessment information is to list needed information, the purpose for which the information will be used and the agency from which the information may be secured (See Figure 11, p. 52.) A summary form should be developed to be completed for each student or client where all desired information can be filled in. For example, in secondary vocational special education certain material would be collected by the Committee on the Handicapped which has the responsibility for determining certain behavioral information before placing a handicapped student in a program. The vocational program could request I.Q., reading and math achievement levels, attendance data, copies of the IEP and other medical information from the district Committee on the Handicapped or the vocational guidance counselor. Vocational skill assessment may be done by a centralized agency or through the vocational education program.

Work related skills assessment could be completed by parents or home school teachers. In some instances, the work-related skills assessment would be completed during the multi-occupational program placement for use when the regular vocational placement for a student is being considered. Exact responsibilities for information gathering and placement should be clearly outlined between the special education and vocational education agencies. For example, will the district Committee on the Handicapped classify, identify occupational needs and abilities and place directly into an occupational education program; or will the Committee on the Handicapped recommend general vocational education for a handicapped student and rely on a vocational intake team or person to determine the student's occupational skills, interests and the corresponding vocational placement? A flow chart illustrating a possible information flow pattern is presented in Figure 10, p. 51.

2. Characteristics of Population to be Assessed

Of particular importance in the development of a regional assessment system is the identification of who is to be tested. The following information is needed:

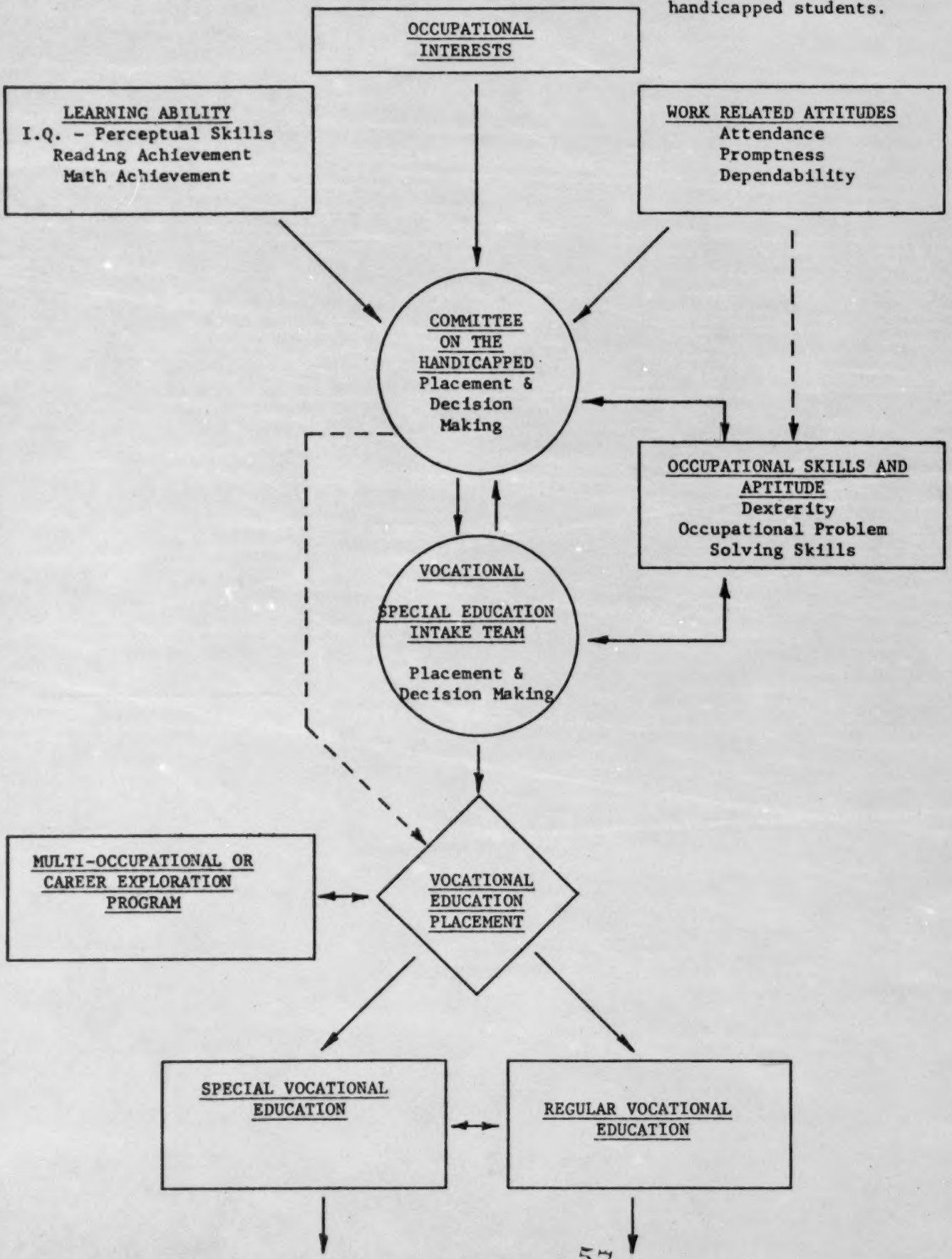
a. Age Range of Client Population

Many assessment devices including paper and pencil tests are age specific and cannot be used across all ages.

b. Type of Handicapping Condition

In some rural areas the incidence of certain handicaps (especially blind, and multiply handicapped) are very small and may be more economically assessed vocationally by contracting for assessment services as needed through agencies such as the Association for the Blind, etc. Additionally, not all handicaps can be accurately and appropriately assessed by any one commercial assessment system. One must be sure that the developed system can be used

Figure 10. Use of vocational education assessment information for placement of handicapped students.



Agency Name _____

Address _____

Types of Handicaps Served: _____ EMR, _____ ED, _____ Blind,

_____Physically Handicapped, _____ TMR, _____LD, _____ Deaf,

_____ Multiply Handicapped

Age Range of Clients: _____

Types of Vocational Training Provided: _____

_____

Areas of Job Opportunities Provided: _____

_____

Current Vocational Assessment Used (describe including names of test and/or commercial system used):

_____

Vocational Assessment Needs:

_____ Learning Ability Evaluations

_____ I.Q.

_____ Reading Level

_____ Math

_____ Perceptual-Motor Skills

_____ Gross-Fine Motor Skills

_____ Occupational Interests

_____ Career Awareness

_____ Occupational Skills

_____ Occupational Aptitude

_____ Work Sample Evaluation

_____ Work Related Skills and Knowledge (including work attitude)

Figure 11. Sample Format for Regional Vocational Assessment Needs Survey

to evaluate all disabled clients. The vocational assessment needs of the non-handicapped population should also be reviewed.

c. Geography

In rural areas, transportation is almost always an issue in provision of services. One must be able to get the client to the service or vice versa. Existing transportation systems must be considered to insure that the assessment system can be used by the entire client population. This may mean mobile assessment units are more usable to a rural area than transporting clients to a centrally located [illegible].

d. Size of Population

If the total of handicapped clients needing vocational assessment per year is small, large expenditures for evaluation personnel and evaluative materials become questionably justifiable. On the other hand, if the population to be assessed can utilize the assessment materials and staff full-time for the year, such a system becomes economically feasible and practically useful. Projections of the handicapped population for the future should also be considered. (See Figure 2 for a sample analysis form.)

3. Problem of the Match-Analysis of Assessment Systems

To the average program needing vocational assessment information, the usual first step is to consider commercially prepared assessment systems. Deciding on such a system to meet the assessment needs of a typical secondary or post secondary vocational education program is difficult, but necessary. A look at available commercially prepared systems indicates why. Botterbusch (1976) compared 7 vocational assessment systems (McCanon-Dial, JEVS, Singer, TAP, TOWER, VALPAR, WREST) on many dimensions. Included in the comparison were facts on time needed for evaluation, type of handicaps assessed, behavioral assessment information provided, reliability and validity coefficients, amount of training of evaluators and training areas assessed. Scelfo and Henry (1978) compared SINGER, JEVS, VIEWS, TOWER and COATS on administrative concerns such as cost, space requirement, maintenance. Brolin (1973) lists 10 factors to consider when an agency is determining the appropriateness of a commercial system for its use:

1) Does the system take into account expectancy to fail?
2) Does the system take into account academic limitations?
3) Does the system take into account verbal limitations?
4) Does the system take into account limited experience?
5) Does the system allow for more than one trial on tasks?
6) Does the system allow for repeated instruction and check for comprehension?
7) Does the system have face validity?

8) Does the system allow for appropriate conditions for testing, i.e., pleasant surroundings, orderly administration, and fatigue?
9) Does the system use "spaced" rather than "massed" evaluation?
10) Is the system adequately normed on handicapped individuals and the workers who are doing the various types of tasks? Have follow-up studies been conducted on its vocational prediction validity?

The author has developed a checklist (See Figure 12) to be completed on each commercial system being considered for purchase. Answers to the listed questions are important to cross check with an agency's or region's assessment needs. The inadequacy of any one commercial system developed thus far to provide acceptable answers to Brolin's questions and those posed by this author underlines the importance of a careful preliminary analysis of assessment information needs as they relate to available vocational education training programs.

There is frequently a tendency when social agencies identify needs to seek out commercially prepared packages to meet the identified need. In vocational education assessment, commercial assessment systems are considered because of their titles and nature to fit assessment needs. Such may not, in fact, be the case. Based on the identification of needed information, a psychologist or vocational career counselor may actually be more appropriate to fulfill an agency's identified assessment needs than a commercial system. This is especially true in rural areas where numbers of handicapped individuals by type, would not economically justify the purchase of a commercial system.

4. Analysis of Programs Available to the Handicapped Clients

Before many dollars are invested into assessment systems and personnel, the vocational training programs available to handicapped clients in a given region should be analyzed. Such an analysis should include types of handicaps and age serviced clients, types of training available and agencies operating the programs. Many commercial assessment systems provide evaluative information which relates to specific training programs for vocations, e.g., welding, automotive repair, restaurant work, etc. Naturally, lack of training programs for certain vocations obviates the need for assessment in those areas.

Additionally, analysis of available training programs will show existing gaps in training for certain or all handicapped populations. Consideration should be given to future plans for closing training gaps and implications of such for proposed assessment procedures.

5. Analysis of Employment Opportunities

Phelps (1974) mentioned that research literature does not enlighten the field as to what training components enable a mentally handicapped student to find employment upon the completion of a vocational training

Figure 12. Checklist for Commercial Assessment and Training Systems

ASSESSMENT CHECKLIST

1. For what types of handicapping conditions is the program appropriate?

EMR	Physically Handicapped	Deaf
TMR	Emotionally Disturbed	Severe Speech
LD	Blind	Severe/Profound Handicapped

2. What are the main objectives (and capabilities) of the program?

3. How was the program developed?

4. Has it been field tested? How and on what population?

5. For assessment programs --

   a. What areas are assessed?

   b. How may the assessment profile be used? (e.g., does the profile only fit the use of a specific training program?)

   c. Are reliability and validity coefficients and information available? Specify information if "yes."

   d. How much space, time and number of persons are needed to utilize the program?

   e. Is special training required of the person doing the assessment?

   f. How many students may be assessed at one time?

   g. Cost?

   h. How much time per student does the evaluation process take to complete?

6. For training program --

   a. What areas of skill training are offered?

   b. Exactly what is included in the program (e.g., tools, instructional objectives and organized course outline, tests, etc?)

   c. Reading and math levels required to achieve minimum competency with program?

   d. Any audio-tutorial component? Please describe briefly and explain how it fits into total program.

   e. Cost, space, time and personnel training requirements?

program. On a regional basis the one factor which will have an immediate effect on employment of training program graduates is the existence of open job positions which match training. Especially a problem for rural areas, the variety and number of employment opportunities affect placement success of training program graduates. Handicapped workers may frequently compete unsuccessfully for low-paying, low-skilled jobs with non-handicapped workers in rural areas. It is worthwhile to identify the most likely placement opportunities for handicapped workers with industry and community personnel and then to match training and prior assessment data to the career opportunities. A schematic representation demonstrates the interaction of all facets of establishing a successful training program for handicapped students as imaged by participants at a conference in the West. (Figure 1, page 2) This diagram represents a good summary of the factors suggested for analysis in this chapter on building an appropriate and useful vocational assessment system for a rural area.

6. Program Completion Success and Follow-Up

Typically, program completion success is evaluated by number of job placements of vocational education program graduates. Consequently, obstacles to job placement should be identified and solutions to such problems developed to assure a successful final stage of a vocational education training program for the handicapped. In addition to sparsity of rural industries with employment opportunities for the handicapped, Walker (1971) mentions other obstacles to employment:

a. Transportation -- lack of a public transportation system, coupled with the inability of some handicapped to get driver's licenses (especially the retarded) make this an important obstacle to be considered. A student may achieve training success and a suitable employment opportunity established, only to find that the individual cannot get to the job. Possible solutions:

   1) Providing driver education as part of the vocational education program
   2) Utilization of other agency transportation, such as for elderly or Sheltered Workshop participants
   3) Identification of private carriers or car pools
   4) Volunteers

b. Student's lack of maturity and sense of responsibility -- Many handicapped students show lags in social and attitudinal maturity concommitant with delays in academic and occupation skill development. Such occupational adjustment problems may not show up until the student starts full-time employment outside of the support framework of the vocational training program.

Suggested Solutions:

1) A transitional support phase to the vocational training program where one of the program staff (counselor or job placement supervisor visits newly placed program graduates once a week the first month, then bi-monthly, then once a month on the job for a 6-month period after completion of the vocational training program. If the geographic size of the rural area prohibits such follow-up activities, phone calls to the employer as well as the new employee could be substituted.

2) Consultation or in-service training of perspective employers to alert them to possible problems associated with the employment of certain types of handicapped individuals and discuss and identify ways of helping the new employee overcome such problems.

3) Identification and use of regional and community agencies which can provide ongoing counseling and support to the newly employed handicapped person to replace that provided by the vocational training program staff.

c. Reluctance of employers to hire the handicapped -- preconceived notions about vocational abilities and performance of the handicapped in general as well as of specific types of handicapped can limit acceptance of the handicapped as potential employers for industries. In rural areas where the number and extent of the handicapped population may be restricted, simple lack of exposure to and interaction with handicapped persons may also affect prospective employers' attitudes towards the handicapped.

Suggested Activities:

1) In-service training to rural industries and businesses about characteristics and capabilities of the handicapped.

2) On-the-job training stations set up in rural industries as a component of the vocational training program.

3) Open House for employers. Set up a day for visitation of the vocational training program by potential employers, including activities such as a discussion of program assessment and training components, tour of the facilities and an opportunity to see some handicapped students at work and view their work products.

A final suggestion for improving job placements and successes of the vocational training program graduates would be the formation of a regional steering committee composed of representatives of the vocational training agency, the schools, the region's industries and regional agencies servicing the handicapped populations. This committee would

review on a regular basis the job placement statistics, analyze and discuss problems and, finally, work together on solutions to the problems which relate to their region's specific needs and resources.

VI. VOCATIONAL EDUCATION PROGRAMMING

A. Vocational Education Models for the Handicapped

Programming prototypes for the handicapped vary in specifics from state to state but generally follow the diagram from least to most restrictive environment demonstrated in Figure 13. Linari (1974) lists the prototypes existing in Massachusetts regulations for providing vocational education for handicapped students to include:

1. Regular education program
2. Regular education program with modifications
3. Regular education program with 25% of time out for resource help
4. Regular education with 60% time out for resource help
5. Substantially separate program
6. Day school program
7. Residential program
8. Home or hospital program
9. Parent-child instruction
10. Diagnostic program

Vocational education programming for the handicapped in Georgia provides an example of handicapped students mainstreamed into regular vocational education. The program called the Vocational Education Awareness Program (VEAP) provides for a totally mainstreamed special education program in a comprehensive high school setting. It is most common to have a variety of vocational education experiences for handicapped students available to meet their training needs determined by the nature and severity of the handicap.

In addition to regular vocational education, special vocational education and sheltered workshop training centers, Indiana has tried a mobile vocational education assessment training unit (MOVEX) for rural areas. (Ondell, 1978)

P.L. 94.142 and Section 504 mandate education of handicapped children with non-handicapped students to the extent possible. Whatever program prototypes are adopted for use to meet the vocational education training needs of handicapped students, the final adopted educational system must provide for least restrictive educational environment alternatives. Young (1969) warns against establishing separate vocational education programs for the handicapped which "lock" these students into rigidly prescribed programs.

An important activity for a vocational administrator is the preparation of a comprehensive plan for providing vocational education to all handicapped students including the analysis of existing

gaps in program alternatives, such an activity will provide useful information for referral agents and vocational evaluators for appropriate training program placement.

B. Vocational Education Programming in Rural Areas

Young (1969) mentions four most prominent problems concerning the provisions of special vocational education in rural areas:

1. How will the services be organized?
2. What programs will be offered?
3. What students will be served?
4. What will be the sequence of service to a student?

Answers to Young's questions are affected by characteristics of rural areas such as sparsity of population (handicapped and regular) size of geographic area, transportation networks, other agencies providing related services, number and type of potential employers.

One conclusion reached at New York State sponsored symposia attended by representatives of special education, occupational education and vocational rehabilitation was that "the issue of education in the least restrictive environment is compounded by lack of adequate well-trained supportive service personnel and the lack of employment opportunities (State Education Department, Oct. 1979, p. 15.)

Organization of handicapped vocational education services usually takes one of two forms in rural areas: a regional vocational education training program centrally located or a mobile training unit which houses assessment and training equipment moved from district to district as needed. Since regular vocational education is most typically offered on a regional basis, modifications of such programs for the handicapped plus additional vocational education programs designed specifically for a handicapped population located at the same special training center frequently provides the most comprehensive flexible vocational education programming. This allows for using school bus transportation also. By combining the handicapped populations of many rural schools, a more comprehensive and economical training program may be offered.

Vocational programming offered to the handicapped is frequently determined by regional employment opportunities. Although identification of such jobs is extremely important in rural areas where such opportunities are severely restricted as compared to suburban and urban areas. (See Chapter V, p.54 for a more in depth discussion.)

State and federal laws mandate the types of handicapped students to be served in vocational education programs whether in rural, suburban or urban regions. However, the number of certain types of

handicapped students such as deaf and blind is likely to be small in rural areas which may require a search for vocational programming alternatives. If state laws allow for the education of adults in public vocational education facilities, expanding regional training programs to include the adult handicapped population in the catchment area may add to program flexibility and options.

The sequencing of vocation education program components in a rural area will be affected by organization of services, types of programs offered and population to be served. Depending on number and types of handicapped students to be trained, there may or may not be a need for a comprehensive assessment system or a multi-occupational exploratory program. The size of the geographic region and number of potential employers may dictate types of vocational training offered and whether or not on-the-job training is a possible program component. Once the program components are determined, sequencing of components may be established.

C. Vocational Programming for Specific Handicapping Conditions

In addition to considering general questions, vocational programming for the handicapped should be looked at from two categories of handicaps - mental and physical. A physically handicapped student with no intellectual impairment can learn information covered in regular vocational education and may need only adaptive equipment and materials in order to successfully complete the training. On the other hand, mentally handicapped students frequently need more slowly sequenced instructional objectives, broken down into smaller steps, different instructional materials and techniques, as well as outside support services such as counseling and tutoring. Vocational education programming for the handicapped will be discussed under two subcategories of handicaps, therefore: mental and physical handicaps.

1. Mental Handicaps: Educable Mentally Retarded, Trainable Mentally Retarded, Emotionally Disturbed, Learning Disabled

The EMR population is usually considered to be the largest group of handicapped students requiring special vocational education in a rural area. Most existing special vocational education programs are designed to train primarily this population.

Vocational education programs in New York State for the handicapped, at the secondary education level, parallel the program prototypes existing in other states. In some areas all handicapped students are assimilated into regular vocational programs to "sink or swim" with no alternative programs available. There are also instances of BOCES which maintain completely separate programs for the mentally handicapped student (ED, LD, EMR) with very little mainstreaming into regular vocational education classes. While physically handicapped students are

more likely to be mainstreamed into regular programs, the most common structure for vocational education programming for handicapped is the combination of an initial vocational exploratory course leading to either a mainstreamed vocational education experience or a work-study program for the more severely handicapped. P.L. 94.142 mandates the provision of education of handicapped students in the "least restrictive environment" (as much integration with non-handicapped students as possible.) On the diagram representing levels of restrictiveness in special vocational education (Figure 13) most BOCES vocational education programs for handicapped students match Levels I-III prototypes.

a. Programming Problems

In response to the survey questionnaire distributed to the BOCES in the state, the following problems with special vocational programming were mentioned:

1) Placement

a) Lack of facilities for programs and program options was the most often mentioned placement problem. In those BOCES without multi-occupational programs this was the obstacle hardest to overcome in the provision of special vocational education.

b) The development of an appropriate IEP was also discussed as a problem by some respondents to the questionnaire. This is especially true when an IEP was developed by the component district Committee on the Handicapped without the input from the vocational teachers.

2) Program Delivery

a) Two student specific problems were brought out by respondents. One, students are placed into occupational education programs without basic skills, including appropriate motivation and attitude. Two, students are often placed who have severe social and emotional problems which interfere with achievement in the vocational education program. Regular educators often mistakenly believe the vocational education and its "hands on" component will motivate the student to the point where his other problems will not influence his behavior.

b) Special education implies that something "special" or additional is provided in an educational program beyond the regular. Unfortunately, the "additional"

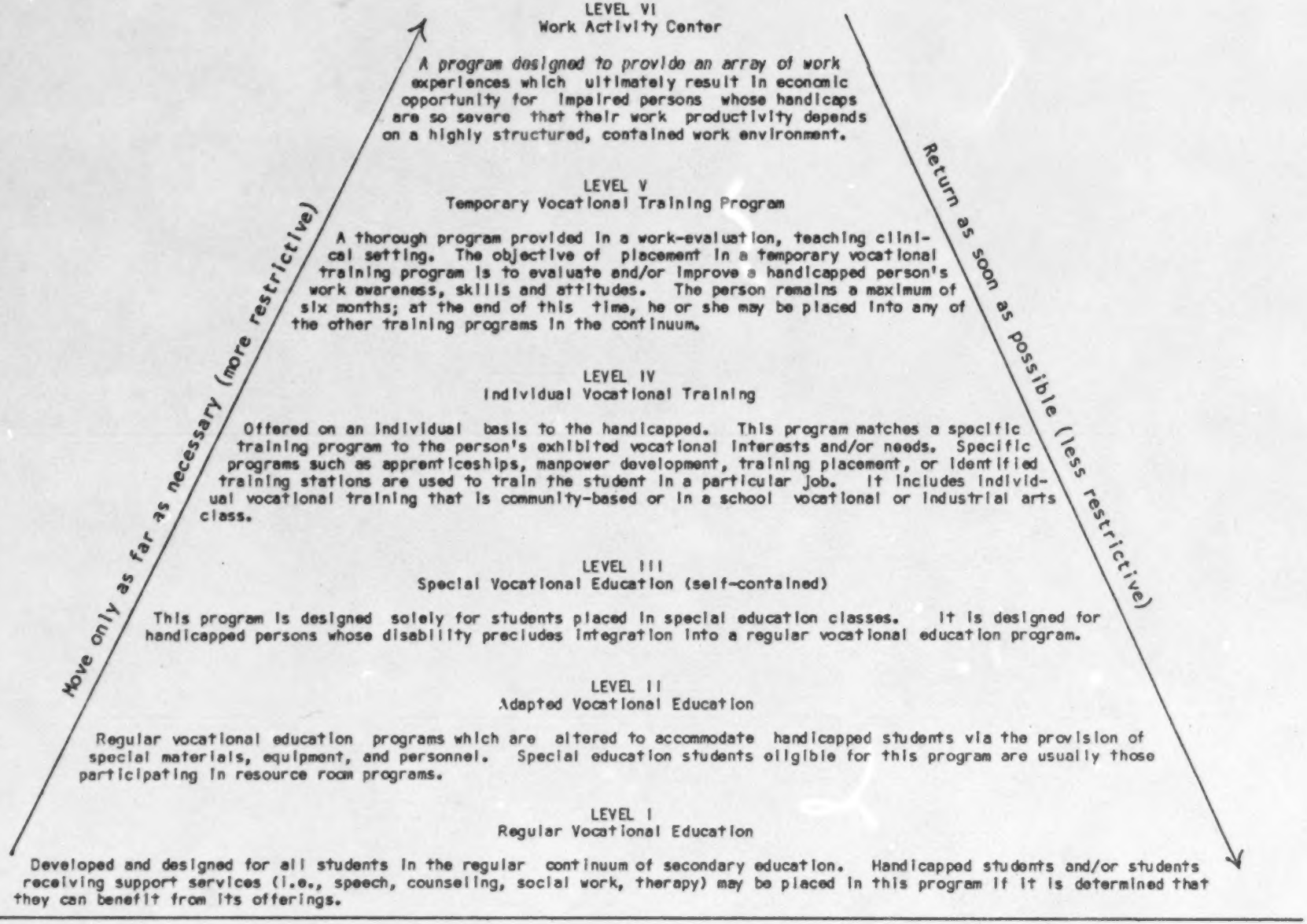

LEVEL VI
Work Activity Center
A program designed to provide an array of work experiences which ultimately result in economic opportunity for impaired persons whose handicaps are so severe that their work productivity depends on a highly structured, contained work environment.
LEVEL V
Temporary Vocational Training Program
A thorough program provided in a work-evaluation, teaching clinical setting. The objective of placement in a temporary vocational training program is to evaluate and/or improve a handicapped person's work awareness, skills and attitudes. The person remains a maximum of six months; at the end of this time, he or she may be placed into any of the other training programs in the continuum.
LEVEL IV
Individual Vocational Training
Offered on an individual basis to the handicapped. This program matches a specific training program to the person's exhibited vocational interests and/or needs. Specific programs such as apprenticeships, manpower development, training placement, or identified training stations are used to train the student in a particular job. It includes individual vocational training that is community-based or in a school vocational or industrial arts class.
LEVEL III
Special Vocational Education (self-contained)
This program is designed solely for students placed in special education classes. It is designed for handicapped persons whose disability precludes integration into a regular vocational education program.
LEVEL II
Adapted Vocational Education
Regular vocational education programs which are altered to accommodate handicapped students via the provision of special materials, equipment, and personnel. Special education students eligible for this program are usually those participating in resource room programs.
LEVEL I
Regular Vocational Education
Developed and designed for all students in the regular continuum of secondary education. Handicapped students and/or students receiving support services (i.e., speech, counseling, social work, therapy) may be placed in this program if it is determined that they can benefit from its offerings.
Move only as far as necessary (more restrictive)
Return as soon as possible (less restrictive)

Figure 13. Least restrictive environment levels of vocational education (Moore and Englemen, 1977)

resources are too frequently lacking in vocational education programs serving handicapped students. Smaller classes, aides, special educational vocational resource teachers, special equipment and materials, counselors and in-service training for teachers are all needed and often not available. Including the specification of these additional services in a special vocational education IEP may increase the use of these extra but needed educational services for the handicapped student involved.

c) Staffing can be a problem in a special vocational education. Frequently, regular vocational teachers are not trained or motivated to improve their abilities to teach handicapped students in their program and totally unwilling to make accommodation adjustments to the student's handicap.

b. Suggestions from the literature for program components for mentally handicapped students include:

1) In the State of Indiana's vocational education programming plan are:

Prevocational evaluation communication skills, computational and quantitative skills

Occupational information and civic responsibility skills training (on-the-job training)

2) Ondell (1979) suggests:

Remedial basis skills
Specific job training
Personal and social adjustment skills
Career information
Modified content from other subject areas
On-the-job training

3) Pennsylvania's 1972 plan to train mentally retarded children focused on four objectives:

Refine specific manipulative skills
Develop appropriate work attitudes
Develop functional community interaction and daily living skills
Develop daily living skills

4) The Steuben-Allegany BOCES School and Community Work Experience Program exemplifies the common suggested components of a special vocational education program. The program is offered in four phases:

Phase 1 - Vocational exploration through career exploration modules plus reading, math and vocational academic instruction

Phase 2 - Job orientation and work related skills and attitudes, plus an option for part-time work, regular vocational course audit or advanced skills training

Phase 3 - On-the-job training

Phase 4 - Full-time employment

c. Considerations for Vocational Education Program Planning for the Mentally Handicapped

Planning and organizing special vocational education programs must take into account characteristics of mentally handicapped persons. Carroll (1963) proposed a model of mastery learning, the components of which are useful in analyzing the appropriateness of special vocational education programming. In order for any individual to achieve mastery of a given task two general factors with five sub-factors must be considered:

1) Time needed for learning - function of:

a) Aptitude for task - the lower the aptitude, the longer needed to complete the task
b) Learner's ability to understand instruction
c) Quality of instruction

2) Time spent in learning - function of:

a) Perseverance of learner (motivation)
b) Time allowed for learning

Analysis of a vocational education program on these five factors results in the following considerations:

1a) Mentally handicapped students may or may not have average aptitude for learning specific vocational skills. The importance of vocational assessment is evident here, since knowledge that a student has a low aptitude dictates that he will need additional time to learn the

material. Many vocational programs have inflexible standard time limits. (2 years, 2 semesters, etc.) which in turn limit the probability of success of a low aptitude student participating in the program. ISSOE is a good example of structuring course content by levels of mastery and requiring different ability level students to achieve varying degrees of course learning. Such structuring of objectives would also allow for a handicapped student to take a vocational education course over a multi-year instead of a regular one year period and work on different objectives over the time period.

1b) In general, mentally handicapped students (EMR, ED and LD) exhibit reading, math and writing skill deficits. This inability to understand instruction (especially written) increases their mastery problems of vocational skills. Use of visual aids, lower reading level tests, audio-visual tutorial programs, a special education trained resource teacher and special tutors are all ways of helping the mentally handicapped overcome their communication skills problems in mastering a vocational education program.

1c) Since the quality of instruction also affects the learner's chance of learning success, teachers trained in instructional techniques for handicapped students should increase the effectiveness of a vocational education program for the mentally handicapped. In-service training programs in teaching the handicapped in regular educational settings are available through all BOCES SETRC Centers in the State. Lack of knowledge of how to teach the handicapped is a frequent complaint of vocational education teachers and a frequently mentioned programming problem.

2a) The motivation of the learner will obviously affect the time spent in learning. For some mentally handicapped students any type of academic instruction represents a "turn off" by the time the student reaches mid-adolescence. Additionally, home environments of some handicapped students in rural areas are not supportive for work experience -- welfare is a way of life. Consequently, providing incentives and reinforcers for vocational learning are important for successful participation in vocational education programs. On-the-job training with financial reimbursement is frequently an effective motivator for the handicapped student.

2b) The time allowed for vocational learning by handicapped students will necessarily have to be flexible. A handicapped student with average aptitude for a vocational task will still need attitional time to master the course objectives because of verbal and math skill deficits, motivation problems, etc. In addition to modular teaching, hierarchical objectives, additional tutoring, summer programs, after-school programs and peer tutoring can be used to allow for extra learning time for a handicapped student. Smith (in Weisgerber, 1979) makes the point that a mentally handicapped student may show a developmental lag in personal, social, sensorimotor as well as cognitive skills. Such students cannot be expected to "graduate" at 18 years with their age peers. They need an additional 2-3 years of instruction to allow for their developmental growth lag in all behaviors. Vocational education programming for the mentally handicapped should reflect such a lag.

d. Successful Program Structure for Vocational Education Programming for the Mentally Handicapped

In 1974 a comparison study of types of vocational programs for EMR's in a rural region in Pennsylvania was conducted by Dinger (et. al.) The community based work-study program, the External Vocational Education Program and the Internal Special Education Program were compared on post-school employment success. In the work-study program, students spend ½ day in the high school working on academics and attitudes and the other day working at community job stations. In the academic program, the students had fewer than 10 periods per week of Industrial Arts and spent the majority of their time studying academics. Students participating in External Vocational Programs spent ½ day in the high school on academic subjects and ½ day in the vocational skill training by trade schools. Internal vocational education programs provide ½ day academics and ½ day vocational or industrial arts training in the home high school. Of the graduates who participated in the study, 70% of the work-study graduates found successful employment while the other three program types graduated about 38% successfully employed students. Dinger presents some excellent recommendations for vocational education programming for the mentally handicapped:

1) Work-study programs should become the program prototype for vocational education for EMRs.

2) The diversity of employment positions held by graduates indicated the need for multi-occupational experiences for these students.

3) Since the unemployment rate for EMRs was five times higher than for non-handicapped students, the researchers suggest the development of post-school vocational education programs. Considering the developmental lag exhibited by the mentally handicapped, the importance of such post-school programs is underlined.

4) Programs for the mentally handicapped should provide for more social integration with non-handicapped students than currently exists. Social skills, confidence and social acceptance of mentally handicapped students need to be developed and strengthened including curriculum on grooming, sex education and social knowledge.

5) The curriculum should stress coping with daily living problems including applied math and reading skills.

6) Driver education is a must in any program whose goal is employment.

7) Since 8 out of 9 graduates who secured jobs with the help of schools were successful, placement and follow-up services should be a part of a vocational education training program for EMRs.

2. Physical Handicaps

Many physically handicapped students have no mental impairment and are capable of learning in regular vocational education programs with modifications needed only to facilities and equipment. Consequently, mobility and safety become two primary concerns of vocational education programming for the handicapped student. A third concern, preliminary to actual training, is appropriate counseling of physically handicapped students into vocational courses which they can succeed in and have a reasonable chance of subsequent employment in. A general analysis of skills required in each vocational course offered by an educational institution as they relate to the deaf, blind and physically handicapped should be completed with the aid of similarly handicapped individuals. Necessary modifications to promote the success of each type of handicapped person should also be noted. This document should be made available to guidance counselors at local high schools as well as to the vocational guidance counselor so that physically handicapped students can make vocational decisions which maximize their chances of success. Since all educational agencies must analyze their programs for accessibility to the handicapped, the vocational analysis suggested above could easily be prepared at the same time.

The literature does suggest some strategies to use in vocational planning and teaching the physically handicapped.

a. The Hearing Impaired and Deaf

Hearing impaired students are likely to show language deficits manifested through reading problems, some speech disorders, less abstract thinking skills and limited vocabulary. Additionally, hearing impaired students frequently have underdeveloped social skills and different ways of communicating as compared to the average student. Maloney (in Weisgruber, 1979) suggests three ways to maximize communication for hearing impaired students:

1) Stand as close as possible to the handicapped student because of limited pickup ranges of hearing aids. (Auditory-receptive instruments such as the Phonic Ear provide considerably better sound communication than hearing aids.

2) Hand gestures and facial expressions should be used as much as possible to emphasize speech content.

3) Background noise should be controlled and eliminated as much as possible.

b. The Visually Impaired and Blind

The one variable which has been found to be the highest predictor of vocational success for a visually impaired student is the individual's degree of mobility (the degree to which the student can move independently and safely in his environment. In addition to increasing chances of vocational success, good mobility skills of a blind student increase his social acceptance. Preliminary to placement in a vocational program a blind student should be oriented to the school building and classroom layouts and provided sufficient time to explore all facilities to familiarize himself with locations of stairs, bathrooms, equipment, etc. Chief safety factors to consider (Dillman and Maloney in Weisgruber, Ed., 1979, p. 44):

1) Obstructions or changes in the room
2) Inappropriate or inadequate safeguards on machines
3) Noise that masks a hazard
4) Undue glare and shadow effects that mask a hazard

Additional useful teaching suggestions by Dillman and Maloney are:

1) Verbalize visual cues (hand gestures such as pointing cannot be used by the visually impaired)
2) Avoid abstract terms (e.g., "this fastens on there")
3) Make sure the student is seated so he can hear well with adequate lighting if the student has some vision.

The American Foundation for the Blind is an invaluable resource in program planning for the blind. In addition to lists of testing and evaluation devices specifically designed for use with the blind, the Foundation has available analyses of various vocations broken down into skills easy and difficult for a blind person to accomplish. Suggestions for overcoming certain training obstacles are given, including equipment modifications. The Annual Catalogue of Aids and Appliances for Blind and Visually Impaired Persons including a section on vocational aids is also available from the Foundation.

c. Other Physically Handicapped

When planning vocational programs for physically handicapped students, mobility is a primary consideration as it is for blind students. All vocational programs must be accessible by law to physically handicapped students. An accessibility analysis of existing vocational programs which is also required by Section 504, will point out aisles and doorways which are too narrow for wheelchairs, inaccessible entrances to buildings, etc. Other than accessibility of programs, vocational course skill requirements should be considered in the placement of training of physically handicapped students. Physically handicapped students such as cerebral palsy or other brain injured students may have substantial gross and fine motor skills deficits. They may be unable to grasp objects, lift, move or reach objects. The manipulative requirements of a task may make it impossible for a physically handicapped student to succeed at the job even with modifications of equipment and the use of an aide. Finally, strength, stamina, communication and social skills requirements of a job should be analyzed as such requirements relate to the physically handicapped student's abilities (Bond, in Weisgruber, Ed., 1979.) The use of an occupational therapist, physical therapist and physician as consultants to the vocational education teacher for training suggestions can greatly enhance the appropriateness of a vocational education program for a physically handicapped student.

D. Administrative Concerns of Vocational Education Programming for the Handicapped

Responsibilities and concerns for the administrator of a special vocational education program in a rural area fall into three major areas: (1) cooperative planning and action, (2) provision of services, and (3) personnel development and support.

1. Cooperative Planning and Action

Communication networks should be set up between:

a) The public high schools and the vocational administrators and support personnel

b) Special education and vocational teachers

c) The public school Committees on the Handicapped and the vocational intake personnel

d) Community and regional agencies and industries involved in training or employing the handicapped

e) Secondary vocational education, public schools and regional colleges and community colleges.

An overall advisory committee composed of regional educational, industrial and human service agency personnel could be supplemented with ad hoc committees to study issues of particular concern to that rural region and to recommend solutions.

2. Provision of Services

a) Least restrictive environment vocational education placements should be analyzed and assured

b) Supportive services such as counseling, special education resource specialists and individualized or small group instruction for handicapped learners should be available

c) Realistic career counseling should be available for handicapped students

Again, it is recommended that the spectrum of vocational assessment and training services in the region be reviewed by a committee to include vocational and special education personnel, community industry and service agency personnel. Because of the frequent lack of resources in rural areas for both the adult and student handicapped populations, the combination of needs and pooling of resources may produce the only possibility of comprehensive vocational assessment and training. It is also suggested that the committee consider contracting with a vocational assessment and program consultant for help in analyzing needs, resources and in planning for assessment and training programs to meet those needs.

3. Personnel Development and Support

As part of the analysis of a rural regions vocational training needs and resources, agencies within the region which provide in-service training would be identified. Community and four-year colleges, New York State Education Training and Resource Centers (SETRC's) and some county human service agencies may be sources of needed in-service training.

E. General Programming Suggestions From Existing Programs for the Handicapped in New York State

As part of the survey of special vocational education in New York State conducted by the author, respondents were asked to suggest considerations or components for successful special vocational education programming. Some suggestions have already been mentioned elsewhere, but are presented again as survey results:

Prevocational

1. Career education should be provided for handicapped students as early as elementary school as an ongoing process to help handicapped students make realistic and practical vocational education training selection.

2. Special and regular education programs K-8 should begin working on proper work attitudes and responsibilities such as attendance, promptness, dependability before the student starts vocational training. This would require cooperative curriculum planning between regular elementary and junior high and vocation teachers.

3. Identification of goals and necessary entry skills of specific vocational courses should be completed. This information should be disseminated to the public school guidance counselors and to the Committee on the Handicapped in component districts in order that appropriate initial placement decisions can be made.

4. Early vocational assessment of students can provide the time to remediate skill deficiencies before placement into a regular vocational program.

5. Handicapped students should visit and participate in vocational education programs before actual placement.

6. The assessment process should be comprehensive and complete, resulting in an IEP stating vocational goals and objectives for the individual student. Assessment should include "hands on" testing.

Vocational

1. There should be close coordination and cooperation between special and vocational education planners and teachers.

2. There must be resource teachers and aides for vocational education teachers who have handicapped students mainstreamed into their classes.

3. In-service training on all aspects of special education should be available to all vocational education teachers.

4. Occupational education staffs must commit themselves to the vocational training of handicapped students. This will include attitudinal as well as instructional changes for many teachers.

5. Community involvement will provide more work-study, on the job training and final employment opportunities for handicapped students.

In a survey study of twelve special vocational education programs in New York State, Tarrier (1978) lists the following components ranked by program personnel in order of their importance in contributing to a successful mainstreamed vocational program for handicapped students:

1. Organization and structure of the program

2. Professional training activities

3. Personnel

4. Design of mainstreaming program

5. Support services

6. Community and state relations

The following recommendations made by Tarrier are of particular interest to rural vocational education programs.:

1. Close working and physical relationship between occupational education and special education -- this may be a problem in rural areas if most handicapped students are served in resource rooms in their home schools.

2. Special staff member to coordinate occupational education, special education and home schools -- especially important if special education is located in home schools.

3. Existence of advisory council (employers, personnel/agency people)

4. Regularly scheduled staff meetings to discuss individual students (team approach) -- special provisions for this type of communication may have to be made in rural areas if the rural region is large and transportation is a problem.

5. Need for expanded staff to include a coordinator, teacher aides and support services.

6. Provision of pre-vocational and multi-occupational or exploratory courses.

7. Feedback to home schools.

8. Cooperation with local school districts Committees on the Handicapped.

9. Expanded use of social service agencies as well as Office of Vocational Rehabilitation and state employment agencies.

10. Community contact through local groups such as PTA, town government

Throughout all comments and recommendations from the various sources mentioned are two identifiable critical factors for successful vocational assessment and training in rural regions -- communication and interagency cooperation. Regional resources must be pooled and effective communication networks established and maintained.

VII. SUMMARY

The provision of a comprehensive and flexible vocational program for the handicapped requires the involvement of personnel responsible for many types of services for all ages of individuals. All aspects of programming including early career education, identification, assessment, prevocational training and program provision must be considered in the development of the vocational services. Placement options in the region for the handicapped is also an important consideration.

In rural areas, the coordination of assessment and program services to meet the needs of many agencies can be the most economical means of providing all necessary services in terms of time, personnel and cost. In areas of very low population and incidence of handicapped individuals, a mobile unit which brings the assessment and even the training services to the clients may be the answer to transportation problems. Preliminary cooperative planning by agencies is a must in order for all necessary assessment and program services to be incorporated into the resulting system.

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STEUBEN-ALLEGANY BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Sole Supervisory District of Steuben and Allegany Counties

6666 Babcock Hollow Road
RD 1 Bath, N.Y. 14810 (607-776-7631)

March 8, 1979

Our region has received a VEA grant to develop guides for a regional comprehensive student assessment and placement system to provide handicapped students with appropriate occupational instruction. As part of this research, I am canvassing each BOCES and Community College as to their existing identification, assessment and placement systems for handicapped students (under and over 21 years of age.)

I would greatly appreciate your cooperation in filling out the brief attached questionnaire and returning it in the enclosed envelope. Would you also please include copies of any entrance or assessment and placement forms currently used by your program in the intake and placement of handicapped students? If you would like a copy of our final report, please indicate on the questionnaire you return and we will be happy to provide you with a copy.

If your vocational education program for handicapped students is administered through another department in your institution, would you please forward this request and questionnaire on to the appropriate person for completion?

Thank you very much for your help.

Sincerely,

G. Susan Gray

GSG:nb

Encl.

G. Susan Gray, Ph.D.
Director, Special Education

Appendix A

Name of Institution _____

Person filling out questionnaire _____

Title _____

NEEDS ASSESSMENT QUESTIONNAIRE

1. What problems do you encounter in providing appropriate vocational education to handicapped students in your program in any of the identification, assessment, placement or program delivery phases?

2. Would you describe any identification and/or referral processes you use for intake of handicapped students. (Please attach any forms used as part of this process).

3. If you have a vocational assessment system for the handicapped in operation, which system(s) do you use? (Please give the commercial name of the system(s) or briefly describe a locally devised system).

(please continue on back)

Appendix A (cont.)

4. Would you describe any advantages or disadvantages you find in the assessment system you use, as related to your program?

5. What suggestions do you have for an identification, assessment and placement system for handicapped students in a vocational education program?

Please check if appropriate.

_____ I would like a copy of the final research report.

Please return in the enclosed envelope to:

Dr. G. Susan Gray
Director, Special Education
Steuben-Allegany BOCES
R. D. #1
Bath, NY 14810

GSG:nb
030879